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ABSTRACT

A set of instructional materials for French is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers in Morocco. It consists of 38 units containing mini-dialogues, related grammatical and cultural information, vocabulary, and exercises. Unit topics include introductions, information giving and getting, numbers, basic arithmetic, description, housing, the family, expressions of time, money, geography, finding and renting an apartment, illness and body parts, weather, house repairs, and an automobile accident. A verb index is included. The materials are intended for use with a teacher's guide. (MSE)

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A VOUS DE PARLER
FRENCH TRAINEE BOOK
BY
RICHARD COLE

DESIGNED TO ACCOMPANY
A VOUS DE PARLER
TEACHER'S BOOK
BY
RICHARD COLE
AND
EDITH DOUILLARD-COLE

PEACE CORPS MOROCCO

1983

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This book is designed to accompany the teacher's book which represents the joint efforts of Richard and Edith Cole. Its purpose is to give you guidelines, clarification and examples in order to make the central points of each unit clear to you before going to class and actually starting a given lesson.

There is a series of mini-dialogues throughout the book. Although their goal is not memorization they are short enough and will usually be gone over enough times in class with different people taking different roles that they will often be retained. We decided to use them not only for a change of pace but also to give you another way of encountering bits and pieces of language that are appropriate in a given situation. Although this is one of the most important uses of the mini-dialogues an equally important one is to encounter idiomatic expressions that might otherwise be difficult to place in a lesson.

When Edith and I put together the forward to the teacher's book we stated that we wanted to mention the people who, directly or indirectly, had influenced our thinking about language acquisition or who had offered language teaching techniques which we found useful. I would like, in this forward, to mention them again. They are : Caleb Gattegno, James Asher, Ray Clark, Gayle Nelson and Andrew Winters. My contact with The School for International Training and its Master of Arts in Teaching program must also be recognized as an influential source.

Finally, a special thanks to Peter Kresge for getting this project started, to Stephanie Sweet for helping along the way, to Jeanne Michalski for reading and correcting and to the entire Peace Corps Morocco staff for their encouragement.

Richard Cole

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UNIT 1

In the first part of this lesson what we're looking at is simply this: The French way of saying "her name is" and "his name is".

The verb in this case is in a different category than most other verbs in the first lessons as it is a reflexive verb which simply means that the subject acts upon itself instead of upon someone else. "I hit myself" is reflexive whereas "I hit Mark" isn't.

In French, when you say "her name is" you're literally saying "she calls herself" - "elle s'appelle". His name becomes "il s'appelle". "Elle", then, is the subject pronoun "she" and "il" is "he".

elle s'appelle	= her name is
il s'appelle	= his name is

In the second part of this lesson we're dealing with Hamlet's favorite verb - "to be". It's an irregular verb because it has no stable rule for conjugation and has to be, therefore, memorized.

être	= to be
je suis	= I am
elle est	= she is
il est	= he is
vous êtes	= you are
elles sont	= they are
ils sont	= they are

"Elles sont" means "they are" for a group comprised uniquely of women. "Ils sont" is "they are" for a group of men or a mixed group of men and women.

In French, as in many other languages, there are two ways of saying "you" - a formal way and a familiar one. For the time being we are dealing only with the formal form. Misuse of the familiar form can be very impolite.

UNIT 1

A brief word about French pronunciation: final consonants are usually not pronounced. The "t" of "est" and "sont" are silent. So is the "s" of "suis" and "êtes". As with most rules there are exceptions to this one. In French there is a linking sound which is sometimes made between a final consonant and a vowel (or mute "h") that follows it. A final "s" can then have a "z" sound when it links over to a vowel. A final "t", however, keeps its "t" sound when it links over.

Je suis marocain.

= I am Moroccan. (The "s" is not pronounced).

Je suis américain.

= I am American. (The "s" links and is pronounced as "z").

NEGATION:

In English we usually have a one word negation; we use "not" and its contractions: "don't", "doesn't", "isn't", etc.

In French, negation usually uses two words. The most common of these is:

ne....pas

The "s" of "pas" is silent except before vowels. However, it sometimes isn't linked. So much for the rules!

The "ne" and the "pas" surround the verb.

AFFIRMATIVE

je suis
elle est
il est
vous êtes
elles sont
ils sont

NEGATIVE

je ne suis pas
elle n'est pas
il n'est pas
vous n'êtes pas
elles ne sont pas
ils ne sont pas

UNIT 1

As you can see, the "e" of "ne" drops off before a vowel and is replaced by an apostrophe. "N'êtes" and "n'est" are both examples of this.

QUESTION MAKING:

The French have an expression which, when placed before a statement, makes the statement automatically into a question. This expression is usually pronounced in two syllables.

est-ce que

Just as "ne" becomes "n' " before a vowel, "que" does the same and becomes "qu'".

est-ce que je suis?	= am I?
est-ce qu'elle est?	= is she?
est-ce qu'il est?	= is he?
est-ce que vous êtes?	= are you?
est-ce qu'elles sont?	= are they?
est-ce qu'ils sont?	= are they?

There are other ways of making questions which we will see later.

USE OF THE WORD "IN":

Usually this is very simple. Use "à " before the name of the city.

Je suis à Rabat. I'm in Rabat.

Some expressions with "in" use the French word:

en

en classe = in class
en forme = in shape (like feeling o.k.)

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UNIT 1

In Morocco is:

au Maroc

ADJECTIVES:

In French the use of adjectives is more complicated than in English for three reasons:

- 1) Adjectives can be masculine or feminine.
- 2) They can be singular or plural.
- 3) Some come before the word they modify and some after.

- 1) Adjectives: masculine - feminine

Elle est américaine.	= She is American.
Elle est marocaine.	= She is Moroccan.

To make either of these two adjectives masculine, simply drop the final "e".

Il est américain.	= He is American.
Il est marocain.	= He is Moroccan.

This "e" of the feminine adjective changes its pronunciation if the letter before it is a consonant.

If a masculine adjective ends with "é" then, to make it feminine, we need to add "e". Two such adjectives will be pronounced the same way.

Il est marié.	= He is married.
Il est fatigué.	= He is tired.

Elle est mariée.	= She is married.
Elle est fatiguée.	= She is tired.

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UNIT 1

If a masculine adjective ends with the letter "e" then you need do nothing to make it feminine.

Il est malade.	= He is sick.
Elle est malade.	= She is sick.

Il est célibataire.	= He is single.
Elle est célibataire.	= She is single. (single as in bachelor)

2) Adjectives: singular and plural

This is usually a question of adding an "s" to the singular form. This "s" will not change the adjective's pronunciation.

Il est intelligent.	= He is intelligent.
Ils sont intelligents.	= They are intelligent.

Elle est intelligente.	= She is intelligent.
Elles sont intelligentes.	= They are intelligent.

3) Adjectives: before or after the word they modify.

More about this later.

MINI-DIALOGUE:

This is a short dialogue which presents you with some greetings and expressions. The two people in this conversation - Bill and Hassan - know each other but are not very close friends.

Comment

is the French word for "how". The "t" is silent

unless followed by a vowel as it is in the expression:

Comment allez-vous?

= How are you?

UNIT 1

Bonjour _____. Comment allez-vous?

is a formal way of greeting someone. You could address a school director or a new acquaintance in this manner. In addressing a school director you would, of course, use his/her last name preceded by:

Monsieur	= Mr.
Mademoiselle	= Miss.
Madame	= Mrs.

This greeting could be made less formal by using someone's first name. However, an inappropriate use of someone's first name can be most impolite.

This greeting could be made much less formal by using the familiar verb form which we will see later.

Three possible answers to the above question are:

Très bien.	= Very well.
Bien.	= Well.
Pas très bien.	= Not very well.

Bon courage alors!

is a common expression. It has nothing to do with "good courage". It's used to cheer up a friend or to wish someone good luck. "Alors" means "then" and it can be added on.

Additional
vocabulary

le roi	= king
le professeur	= teacher
la stagiaire	= trainee (female)
le stagiaire	= trainee (male)

UNIT 1

EXERCISES:

Translate the following sentences into French. They will be corrected in class.

1. His name is Rocky.
2. Is his name Hassan?
3. They aren't in class.
4. I'm in Morocco.
5. She's not Moroccan, she's American.
6. Good morning Allen, how are you?
7. I'm not a teacher.
8. You are in class today.
9. They aren't in Casablanca, they are in Hollywood.
10. Very well, thanks, and you?
11. They aren't doctors.
12. Are you tired today?

Put the following statements into question form using "est-ce que".

Example: Il est fatigué. Est-ce qu'il est fatigué.

1. Elle est au Maroc.
2. Je suis en classe.

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UNIT 1

3. Vous êtes fatigué(e).
4. Il s'appelle Martin.
5. Vous êtes en forme.
6. Il est à San Francisco.
7. Je suis américain(e).
8. Elle est actrice.

Take the previous eight sentences, as they are typed in the book, and put them into the negative.

Example: Il est fatigué.

Il n'est pas fatigué.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

UNIT 1

Mini-dialogue

Bill: Bonjour Hassan. Comment allez-vous?

Hassan: Très bien merci. Et vous?

Bill: Pas très bien. Je suis un peu fatigué aujourd'hui.

Hassan: Bon courage alors.

Bill: Merci. Au revoir.

Hassan: Au revoir.

UNIT 1

Additional notes and vocabulary

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UNIT 2

There will be, from time to time, classes where you will be asked to carry out some requests in French. These requests (a fancy word for orders) are simply used to get you accustomed to hearing something and responding to it with an appropriate action.

Comprehension and action without having to be concerned with "producing spoken language" is the purpose of this kind of lesson.

These requests, although presented in a specific order, will be practised and reviewed in a different order. For example, you might be exposed to these three commands: 1) Allez à la porte (Go to the door). 2) Allez au bureau (Go to the desk). 3) Donnez-moi la craie (Give me the chalk). Once you've done this, the same series will be done again, but in a different order.

This kind of language lesson was originated by James Asher and he calls it Total Physical Response (TPR).

In addition to the TPR of this lesson you will be working with the alphabet and having a spelling dictation.

For filling out forms, etc. a common question in French is:

Comment ça s'écrit ?

= How is that written?
(spelled)

The final aspect of this lesson is asking someone their name and telling them yours.

Comment est-ce que vous vous appelez?

What's your name?

Je m'appelle_____.

My name is_____.

UNIT 2

Use this page for a spelling dictation you will do in class.

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UNIT 3

Nouns in French are either masculine or feminine. This classification seems to be totally arbitrary and you just have to learn a noun's gender when you learn the noun.

In this lesson we're only looking at indefinite articles which, in English, translate as "a", "an", "some" or "any".

FEMININE SINGULAR NOUNS:

If you know that a noun is feminine and want to say "a ____" or "an ____" then you need the feminine indefinite article:

une ____

Example:

une table

= a table

une carte

= a card or a map

MASCULINE SINGULAR NOUNS:

un ____

Example:

un livre

= a book

un stylo

= a pen

PLURAL NOUNS - MASCULINE OR FEMININE:

When you're dealing with a plural noun - whether it's masculine or feminine - and you want to express the idea of "some" or "any" you need the plural indefinite article:

des ____

des tables

des livres

13/14 -

UNIT 3

Sometimes this plural indefinite article is used when there is no English translation of it.

WHAT IS THIS/THAT ?

Qu'est-ce que c'est ?

The "c'est" at the end of this question is what you will usually use to begin your answer with.

Possible answers are:

C'est un _____.

= This is a (an) _____.

C'est une _____.

= This is a (an) _____.

Ce sont des _____.

= These are _____.

Once you've identified the object and want to modify it or tell something about it you can do this:

C'est un stylo. Il est noir.

This is a pen. It is black.

C'est une table. Elle est ronde.

This is a table. It is round.

The use of "c'est un _____" and "c'est une _____" is not confined to things. They can both apply to people as well. When you use them with people then the person is a noun. If you use "il est _____" then an adjective is used.

UNIT 3

C'est un Marocain.

= He's a Moroccan.

Il est marocain.

= He's Moroccan.

If someone asks you what something is and you don't know, you can reply:

Je ne sais pas.

If you're talking, in French, to someone who understands English and you want to know what a particular word is you can say:

Comment dit-on _____ en français?

How do you (How does one) say _____ in French?

Or, you can just point to something and say:

Comment dit-on ça en français?

ça = that

MINI-DIALOGUE:

This is between two strangers in the street. One is lost but is fairly sure he's on the right track. He's asking someone a question to check and make sure that he is indeed in the right place.

C'est bien l'Avenue Mohammed V ?

This is a good way of confirming something that you're reasonably certain of.

C'est ça.

This is a very common expression. It's used to give a positive confirmation to something. "That's it" or "That's right" would be pretty close translations.

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UNIT 3

étranger - étrangère

This is the word for "foreigner" in the masculine and feminine form. There are other nouns that use this same pattern.

le renseignement

This is the word for "information". However, at airports, railroad stations, etc., the information counter is usually marked "information". But at this counter you would usually ask for "un renseignement". When you're at the "information" counter a good way to start out is by saying:

C'est pour un renseignement s'il vous plaît.

Il n'y a pas de quoi.

This is a polite way of saying "You're welcome." Another polite "formula" for saying this is:

De rien.

These two have approximately the same degree of formality.

The most formal way of saying this is:

Je vous en prie.

SHOWING POSSESSION:

C'est à moi.

= This is mine.
It's mine.

C'est à elle.

C'est à vous.

C'est à lui.

= This is his.
= It's his.

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UNIT 3

ASKING A QUESTION ABOUT POSSESSION:

C'est à qui ?

= Whose is this?

Mini-dialogue

Stagiaire: Excusez-moi, Monsieur. C'est bien l'Avenue
Mohammed V?

Yacine: Oui, c'est ça. Vous êtes étranger (ère)

Stagiaire: Oui, je suis américain(e). Merci pour le
renseignement.

Yacine: Il n'y a pas de quoi.

UNIT 3

Additional notes and vocabulary

UNIT 4

POSSESSION: THE VERB TO HAVE:

avoir	= to have
j'ai	= I have
il a	= he has
elle a	= she has
vous avez	= you have
ils ont	= they have
elles ont	= they have

QUESTIONS WITH AVOIR:

Sometimes when beginning French students want to say something like: "Does she have one dirham"? they come up to a teacher and ask: "How do you say does"? Any such questions in the future will result in immediate deportation. "Does" is just part of the interrogative process in English. The same goes for "do" in "Do they have one dirham"?

Est-ce que j'ai un dirham ?	= Do I have a dirham?
Est-ce qu'il a un dirham ?	= Does he have a dirham?
Est-ce qu'elle a un dirham?	= Does she have a dirham?
Est-ce que vous avez un dirham?	= Do you have a dirham?
Est-ce qu'ils ont un dirham?	= Do they have a dirham?
Est-ce qu'elles ont un dirham ?	= Do they have a dirham?

NEGATIVE AND AFFIRMATIVE STATEMENTS WITH AVOIR:

Il a un dictionnaire.
Il a des dictionnaires.
Est-ce qu'il a des dictionnaires ?
Il n'a pas de dictionnaire.

What are the two different translations of "des" in the above box ?

UNIT 4

Up to now we have seen three different indefinite articles:

- un
- une
- des

All of these articles change to "de" when they are the direct object of a negated verb.

Elle n'a pas de tables.

A LOT OF - MANY:

beaucoup

means "a lot", "very much", "a great deal" etc. When you put

beaucoup de

in front of a noun, however, it gives us:

beaucoup de tables

= a lot of (or many) tables

beaucoup de dictionnaires

= a lot of (many) dictionaries

EXPRESSIONS WITH AVOIR:

Here we're dealing with two expressions which, in English, use the verb "to be" but in French use the verb "avoir".

avoir faim

= to be hungry

avoir soif

= to be thirsty

J'ai faim.

= I'm hungry.

Il n'a pas soif.

= He's not thirsty.

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UNIT 4

MORE INFORMATION ABOUT IN/AT:

When the preposition "à" precedes a singular masculine noun, à + le becomes "au". If "à" precedes a feminine singular noun, à + la remains "à la". For plural nouns, à + les becomes "aux".

Il est au Maroc.
Elle est à la poste.
Il est aux Etats-Unis.

In this lesson you will have:

au restaurant	= in (at) the restaurant
au café	= in (at) the café

WHY.....BECAUSE:

pourquoi?	= why?
parce que	= because

Il est en classe.
Est-ce qu'il est en classe?
Pourquoi est-ce qu'il est en classe?

Elle est au restaurant.
Pourquoi est-ce qu'elle est au restaurant?
Elle est au restaurant parce qu'elle a faim.

UNIT 4

EXERCISES:

Translate the following sentences into French. They will be corrected in class.

1. He has a telephone.
2. Does she have a telephone?
3. You don't have a telephone.
4. I have a lot of dictionaries.
5. I don't have a chair.
6. Do you have any teachers?
7. She doesn't have many dresses.
8. Why are they in class?
9. They have some flowers.
10. He's in the restaurant because he's hungry.
11. I'm not thirsty thanks.
12. I don't know. Is she hungry?
13. That's right. His name is Rocky and he's hungry.
14. Why am I in Casablanca?

UNIT 4

Put the following nouns into the plural form.

Example: une chaise des chaises

1. une fleur
2. une classe
3. un dictionnaire
4. une robe
5. un livre

Make the following sentences negative.

Example: Il a un téléphone. Il n'a pas de téléphone.

1. Vous avez des robes.
2. Vous avez beaucoup de robes.
3. Elle a un livre.
4. J'ai un dictionnaire.
5. J'ai une fleur.
6. Elle a des fleurs.

UNIT 4

Additional notes and vocabulary

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UNIT 5

HOW MANY _____ DO YOU HAVE ?

Combien

is the French word for "how much" if you're buying something. However,

Combien de

in front of a noun gives us:

Combien de livres ?

= How many books ?

Combien de robes ?

= How many dresses ?

Combien de	livres stylos dictionnaires chaises voitures fleurs etc.	est-ce que	j'ai ? vous avez ?
		est-ce qu'	il a ? elle a ? ils ont ? elles ont ?

Combien de chaises est-ce que vous avez ?

Possible answers to this question include:

1) Simply using the verb avoir, a number and a noun. The number replaces the indefinite article.

J'ai trois chaises.

UNIT 5

- 2) A negative answer because you don't have any.

Je n'ai pas de chaises.

- 3) Using the French word seulement if you only have one of the items.

J'ai seulement une chaise.

TELL ME :

As you probably heard in the T.P.R. lessons, "me" after an imperative is moi as in:

Donnez-moi

The French irregular verb dire is a double bonus for Americans as it has two translations in English. "To say" and "to tell".

Dites-moi que vous avez dix dirhams.

is simply saying: "Tell me (that) you have ten dirhams." The answer is:

J'ai dix dirhams.

Dites-moi comment vous vous appelez.
Je m'appelle _____.

UNIT 5

Dites-moi qu'elle est mariée.
Elle est mariée.

OTHER WAYS TO MAKE QUESTIONS:

So far we've seen "est-ce que" as the only way of making a question. Another way is simply called inversion.

QUESTIONS WITH INVERSION

Vous avez dix dirhams.
Il est marocain.
Elles ont trois vélos.

Avez-vous dix dirhams ?
Est-il marocain ?
Ont-elles trois vélos ?

The inversion process is very easy and is complicated only by the fact that in such forms as "il a" and "elle a" a "t" must be added like this:

Il a une chaise.
Elle a un frère.

A-t-il une chaise ?
A-t-elle un frère ?

With the first person singular, inversion usually isn't used.

Est-ce que je suis ?
Est-ce que j'ai ?

Also, to use inversion you have to use a pronoun and not a noun. To make "Monsieur et Madame Carter ont des enfants" into a question we would have to use "est-ce que". There is a way of doing this with inversion but it is not commonly used and sounds kind of "stuffy".

A very common way of making questions in conversational French is by the use of intonation. The question intonation simply rises from the

UNIT 5

beginning of the sentence until it reaches a peak at the end.

MINI-DIALOGUE:

This is a brief conversation between an American volunteer, Jim, who hasn't been in Morocco very long, and his friend Khaled who has just invited him to dinner at his home. Jim is checking to make sure about Khaled's address.

Quelle est votre adresse ?

What's your address ?

Quelle chaise ?	= Which chair ?
Quelles chaises ?	= Which chairs ?
Quel livre ?	= Which book ?
Quels livres ?	= Which books ?

SEE YOU LATER, TONIGHT, etc.:

à ce soir	= see you tonight (this evening)
à demain	= see you tomorrow
à bientôt	= see you soon
à tout à l'heure	= see you soon
à plus tard	= see you later

UNIT 5

Translate the following sentences into French. They will be corrected in class.

1. Do you have ten dollars?
2. How many lessons does she have?
3. See you this evening.
4. I'm here.
5. His name is Larry and her name is Susan.
6. Excuse me, is this Hassan II Avenue?
7. Which chair do you have?
8. You don't have any books.
9. How many pens do you have?
10. He only has one newspaper.
11. I have a lot of money.
12. Hello Mr. Thomas, how are you?
13. Thank you for the information.
14. You're welcome.
15. Is she thirsty?

UNIT 5

Change the following from questions with "est-ce que" into questions with inversion.

Example: Est-ce qu'il a faim ? A-t-il faim ?

1. Est-ce qu'ils sont en classe ?
2. Est-ce qu'elle a un dictionnaire ?
3. Est-ce que vous êtes marocain ?
4. Est-ce qu'il est fatigué ?
5. Est-ce que vous avez des livres ?
6. Est-ce qu'elle a beaucoup de fleurs ?
7. Combien de classes est-ce que vous avez ?
8. Est-ce qu'il a faim ?
9. Pourquoi est-ce qu'elle a un dictionnaire ?
10. Est-ce qu'ils sont en forme ?

UNIT 5

Mini-dialogue

Stagiaire: Quelle est votre adresse, Khaled?

Khaled: 5, rue Jemaa.

Stagiaire: Une minute, s'il vous plaît, je note. 5 ou 7?

Khaled: 5.

Stagiaire: Jemaa, ça s'écrit avec un J ou un G?

Khaled: Avec un J.

Stagiaire: Bon, à ce soir alors. Je viens à 7 heures?

Khaled: Entendu. Au revoir.

UNIT 5

Additional notes and vocabulary

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UNIT 6

HERE IS _____. HERE ARE _____.

Both of these are covered by one French word.

Voici

Voici mon professeur.

= Here is my teacher.

Voici ma maison.

= Here is my house.

Voici mes maisons.

= Here are my houses.

POSSESSIVE ADJECTIVES:

MY (singular form):

To express possession yet another way we have the possessive adjective "my" which, in French, has more than one form.

Anne and Frank both want to say: "my house" and "my book".

ma maison

mon livre

This is what either Frank or Anne could say to express those things. In French the use of "mon" or "ma" is not determined by the sex of the person doing the possessing but rather by the gender of the thing being possessed or the sex of the person being referred to. House is a feminine noun and whether a woman or a man is saying "my house" isn't important because "my" (singular form) can only be "ma". Book is a masculine noun and, once again, whether a woman or a man is saying "my book" isn't important as "my" (singular form) can only be "mon".

Brother is a masculine noun and, therefore, to say "my brother" Anne and Frank would both say:

mon frère

UNIT 6

To say "my sister" Anne and Frank would both say:

ma soeur

HIS/HER (singular forms):

The same idea holds true here. To express the idea of "his" or "her" you need not be concerned with the sex of the person who is doing the possessing.

son livre

= his book or her book

sa chaise

= his chair or her chair

son frère

= his brother or her brother

sa soeur

= his sister or her sister

MY (plural form):

mes

This is the only adjective you need. Here is what both Frank and Anne would say for the following:

mes chaises

mes livres

mes soeurs

mes frères

HIS (plural form) and HER (plural form):

We're still dealing with the same basic principle. The appropriate possessive adjective is determined by the gender of the thing or person being referred to or possessed.

UNIT 6

ses

is the possessive adjective for the plural form of both "his" and "her".

ses livres	= his books or her books
ses chaises	= his chairs or her chairs
ses frères	= his brothers or her brothers
ses sœurs	= his sisters or her sisters

There are some exceptions - wouldn't you know it? If a feminine singular noun begins with a vowel then to modify it with the word "my", "his" or "her" you must use the masculine singular form.

The French word for school is "école". It's a feminine noun.

mon école	= my school
son école	= his school or her school

YOUR (formal form - singular and plural):

This adjective is easier than the preceding ones. It has one singular and one plural form.

votre chaise	singular form
votre dictionnaire	
votre école	

vos chaises	plural form
vos dictionnaires	
vos écoles	

UNIT 6

Voici votre maison.

= Here is your house.

Voici vos maisons.

= Here are your houses.

DEFINITE ARTICLES:

Up to now we've only seen indefinite articles. Once you learn the definite articles you'll be able to express the idea of something being specific or unique. For this you'll need the word "the".

There are three kinds of definite articles: feminine singular, masculine singular and a plural form for both feminine and masculine.

une chaise

= a chair (any old chair)

la chaise

= the chair

un dictionnaire

le dictionnaire

des chaises

= (some) (any) chairs

les chaises

= the chairs

des dictionnaires

les dictionnaires

There are no exceptions. However, there is just a slight complication. If we're dealing with a singular noun - masculine or feminine - that begins with a vowel (or mute "h") then "la" and "le" both become "l'".

We've already seen the word for school - "école" (f). The word for tree

is

arbre

(m).

UNIT 6

une école
l'école
un arbre
l'arbre

Here's a summary of the articles.

	indefinite articles	definite articles
feminine singular	une	la (l')
masculine singular	un	le (l')
plural feminine or masculine	des	les

ANOTHER, THE OTHER, THE OTHERS:

autre

This is the French word for other.

une chaise	= a chair	
une autre chaise	= another chair	
l'autre chaise	= the other chair	
les autres chaises.	= the other chairs	- 38 -

UNIT 6

un stylo
un autre stylo
l'autre stylo
les autres stylos

POSITION OF ADJECTIVES:

Most adjectives in French come after the word they modify. Adjectives of color always will.

As a "rule of thumb" longer adjectives will usually come after the noun they modify.

However, there is a series of adjectives - used frequently - which precedes the noun. Here they are in their masculine and feminine forms.

<u>masculine</u>	<u>feminine</u>
grand	grande
 gros	 grosse
 court	 courte
 petit	 petite
 beau	 belle
 vilain	 vilaine
 bon	 bonne
 méchant	 méchante

UNIT 6

masculine

mauvais

gentil

feminine

mauvaise

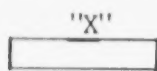
gentille

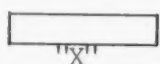
UNIT 6

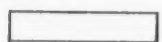
PREPOSITIONS:

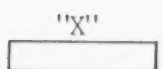
In this exercise the letter "x", by its relationship to a rectangle or rectangles, will show you a few important prepositions.

An example in English will show you what we're getting at here.

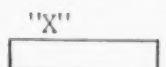
 on (The "X" is on the rectangle.)

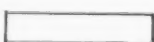
 sous

 "X"  entre

 sur

 "X" à côté de

 sur

"X"  à côté de

 sous

 "X"  "X"  entre

Give English equivalents for the following French prepositions:

1. sur = _____.
2. entre = _____.
3. à côté de = _____.
4. sous = _____.

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UNIT 6

The preposition "à côté de" deserves some special mention. The "de" at the end can cause some problems if you're not careful.

Bill est à côté de la banque.
Ils sont à côté de l'arbre.
Elle est à côté de l'école.
Vous êtes à côté des chaises.
Le crayon est à côté du dictionnaire.

Please translate the above sentences into English.

1. _____
2. _____
3. _____
4. _____
5. _____

In the first three of the above French sentences the "de" precedes "la" or "l' ". When it does, the "de" does not change.

In the fourth sentence the "de" precedes the definite article "les". When "de" comes before "les" what is the new word that is formed? _____

In the final sentence the "de" precedes the definite article "le". When this happens what is the new word that is formed? _____

UNIT 6

WHERE IS/WHERE ARE?

où

This is the French word for where.

Où est-il ?
Où est l'école ?
Où sont-elles ?
Où sont Monsieur et Madame Mitterand ?

Questions with "où" very frequently use inversion.

UNIT 6

Additional notes and vocabulary

UNIT 7

This lesson will have some more numbers. When learning numbers in French the first 19 just have to be memorized. "Bon courage"!

Use the rest of this sheet, if you want, for the numbers, math problems, etc. that will be part of this lesson.

A word that you will hear during the early part of this lesson is :

donec

therefore

UNIT 7

COMPARISONS:

The French word for building is bâtiment (m).

Voici 5 bâtiments.



1. Le bâtiment A est grand.
2. Le bâtiment B est moins grand que le bâtiment A.
3. Le bâtiment C est moins grand que le bâtiment B.
4. Le bâtiment D est moins grand que le bâtiment C.
5. Le bâtiment E est aussi grand que le bâtiment D.
6. Le bâtiment E est petit.
7. Le bâtiment D est aussi petit que le bâtiment E.
8. Le bâtiment C est plus grand que les bâtiments D et E.
9. Le bâtiment B est plus grand que le bâtiment C.
10. Le bâtiment A est plus grand que le bâtiment B.

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UNIT 7

As part of this lesson you will be studying addition and subtraction. When you talk about such math problems you use the French words:

moins = minus (or less)

plus = plus (or more)

These words are also important when making comparisons in French. Putting either one of them in front of an adjective gives you a way of making a comparison.

Bill est fort.

Bill is strong.

Hassan est plus fort que Bill.

Hassan is stronger than Bill.

Ali est moins fort que Bill.

Ali is weaker than Bill.
Ali is not as strong as Bill.

(You're literally saying: "Ali is less strong than Bill".)

You can often express a comparison two different ways in French. The word for weak is:

faible

Another way of expressing "Ali est moins fort que Bill" is simply to say:

Ali est plus faible que Bill.

UNIT 7

So far, then, we've seen comparisons of superiority (plus _____ que) and inferiority (moins _____ que).

Comparisons of equality are expressed like this:

aussi _____ que

Peter est aussi fort que Bill.

Peter is as strong as Bill.

Although most comparisons are very easy to make there is one which is irregular.

bon	= good (masculine singular)
meilleur	= better (ms)
bonne	= good (fs)
meilleure	= better (fs)

Cette maison est meilleure que votre maison.

This house is better than your house.

Ce livre est meilleur que son livre.

This book is better than his (her) book.

Ces livres sont meilleurs que vos livres.

These books are better than your books.

UNIT 7

Cette maison est moins bonne.

This house is not as good.

(You're literally saying: "This house is less good".)

Ce livre est moins bon.

This book is not as good.

The words "bon" and "bonne" can both be nouns with totally different meanings from the adjectives.

un bon	= a coupon
une bonne	= a maid

If you look back at the page with the five buildings and the ten sentences you can see that sentences 2 and 10 express the same thing but in two different ways.

Which sentence means the same as number 7? _____

Which sentence means the same as number 3? _____

THIS - THAT - THESE - THOSE:

ce = this (ms)

cette = this (fs)

ces = these (plural, masculine and feminine)

UNIT 7

"This" and "these" can both become "that" and "those" with the addition of the word "là".

ce livre	= this book
ce livre-là	= that book

cette maison	= this house
cette maison-là	= that house

ces livres	= these books
ces maisons	= these houses
ces livres-là	= those books
ces maisons-là	= those houses

MINI-DIALOGUE:

This is a conversation between two friends. They know each other but aren't real close friends. One is inviting the other to sit down for a drink.

Tiens!

This expression is probably best translated as the "well" or "hey" you might say in kind of a surprised way when you see someone.

pressé - pressée

The masculine and feminine forms of "rushed" or "in a hurry".

ou

This is the word for "or". It's pronounced the same way as the word "où".

UNIT 7

vous prenez

This comes from the verb

prendre

which means "to take".

However, when offering someone a beer or something to drink, you can say:

Vous prenez une bière ?

In English, this sentence would most likely be translated by something like "how about a beer" or "Do you want a beer?"

Ça m'est égal.

= I don't care.
I don't mind.

d'accord

= O.K.

UNIT 7

Translate the following sentences into French. They will be corrected in class.

1. This table is heavy.
2. These tables are heavy.
3. Building E is next to building D.
4. Which dictionary is better?
5. How many lessons do you have?
6. My books are more interesting than her books.
7. The red book on the table is not as good as the other book.
8. Here is her brother. Where is his brother?
9. Where are the other students?
10. I don't know.
11. Larry is as smart as Hassan.
12. She's strong but he's stronger.
13. Whose is this?
14. Why is this lesson harder?

UNIT 7

15. This lesson is harder because there are many problems and lots of words.
16. If building A is taller than building B, then (alors) building B is shorter than building A.

Fill in the blanks of this text with appropriate adjectives or nouns. In most cases, more than one word is possible. Use your dictionary if you wish. This exercise will be corrected in class.

(1) _____ est une _____ ville américaine. Elle est plus _____ que (2) _____. Les rues sont _____ et les maisons sont _____. Le _____ est très intéressant. La vie est plus _____ qu'au Maroc. Les magasins sont plus _____ qu'à (2) _____. Les gens sont _____ et _____. Ils ont beaucoup de _____ mais pas de _____.

- (1) Write the name of your town. (Ecrivez le nom de votre ville).
- (2) Write the name of the town where the "stage" is. (Ecrivez le nom de la ville du stage).

UNIT 7

Mini-dialogue

Roger: Tiens! Bonjour Paul. Vous avez cinq minutes?

Paul: Oui, je ne suis pas pressé aujourd'hui.

Roger: Bien, asseyez-vous. Vous prenez une bière, une limonade ou

Paul: Oh, ça m'est égal. Une bière.

Roger: D'accord. (au serveur) Deux bières s'il vous plaît.

UNIT 7

Additional notes and vocabulary

UNIT 8

THERE IS/THERE ARE:

il y a

means both "there is" and "there are". It states the existence of something or someone. The person or thing being talked about is not visible or tangible at that particular time.

If the person or thing being talked about is demonstrable you can use "voici" for here is/here are or "voilà" for there is/there are.

Voici Johnny!

The following English sentences would all use "il y a" if we were translating them into French.

- "There is a kingdom of Oz".
- "There is a man at the door".
- "There are lots of people in New York".

Here are some French samples with "il y a".

Il y a des maisons en ville.

Il y a une grande maison en ville.

There are some houses in town.

There is a big house in town.

To put "il y a" into question form you need only put "est-ce que" in front of it to get:

Est-ce qu'il y a?

UNIT 8

Est-ce qu'il y a des maisons en ville ?
Est-ce qu'il y a une grande maison en ville ?

In front of "est-ce qu'il y a...." you can put "combien de _____".

Combien de maisons est-ce qu'il y a en ville?

THERE IS SOMETHING / NOTHING:

Il y a quelque chose dans cette maison.

There is something in this house.

Il n'y a rien dans cette maison.

There is nothing in this house.

NEGATIVE STATEMENTS USING NE...PAS WITH IL Y A:

When we saw negative statements with the verb "avoir" we saw that if a noun is the direct object of a negated verb then the article is "de", not "un", "une" or "des". So, just as we say "Elle n'a pas de chaises" we'll say:

Il n'y a pas de chaises en classe.

There are no chairs in class.

UNIT 8

THERE IS vs. IT IS : THERE ARE vs. THEY ARE:

"Il y a" tells us of the existence of something or someone. It does not describe or tell us anything about those things or those people. For that you have to go back to the verb "être".

Il y a une maison en ville. Elle est grande.
Il y a des maisons en ville. Elles sont belles.
Il y a un dictionnaire en classe. Il est bon.
Il y a des dictionnaires en classe. Ils sont intéressants.

Translate the above sentences into English.

1. _____
2. _____
3. _____
4. _____
5. _____

There is one new preposition in this lesson.

"X"

dans

MINI-DIALOGUE: This is a conversation between two friends, Ahmed and a trainee. The trainee wants to cheer Ahmed up so he asks if he feels like going to see a movie.

UNIT 8

Special uses of "il y a".

Qu'est-ce qu'il y a ?

by itself with a question intonation means: "What's the matter?"

Qu'est-ce qu'il y a comme film ?

What's showing?

(What is there in the way of films?)

"Est-ce qu'il y a....." means "is there" or "are there". With "Qu'est-ce qu'il y a?" we're putting "que" in front of it. This "que" - which becomes "qu' " - means "what".

Est-ce qu'il y a des chaises dans votre maison ?

Are there any chairs in your house?

Qu'est-ce qu'il y a dans votre maison ?

What is there in your house?

ça va?

ça va.

This can be used both as a familiar greeting and an answer. It is much less formal than "Comment allez-vous?"

To ask someone:

ça ne va pas ?

means that you think that things aren't O.K. with that person.

UNIT 8

dommage = too bad

ça dépend = that depends

ça dépend de vous = that depends on you

ça dépend seulement de vous

that depends only on you

ANOTHER EXPRESSION WITH "AVOIR"

avoir envie de +(verb in the infinitive form)

to want to do something
to feel like doing something

J'ai envie d'aller au restaurant.

I want to go to the restaurant.
I feel like going to the restaurant.

Il n'a pas envie de travailler.

He doesn't want to work.
He doesn't feel like working.

This expression can be used to show the idea of "I really want to do something" or even "I'm looking forward to doing something".

J'ai très envie d'étudier le japonais.

I really want to study Japanese.
I'm looking forward to studying Japanese.

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UNIT 8

J'ai le cafard.

I'm bummed out. (This is an idiomatic expression.
"Le cafard" means cockroach.)

SPECIAL LESSON: VOCABULARY ABOUT HOUSES, ROOMS AND FURNITURE.

la maison	= house, home
la pièce	= room in a house (This is also a word for "coin").

Chez moi.	= My home, my place.
Chez vous.	= Your home, your place.
Chez lui.	= His home, his place.
Chez elle.	= Her home, her place.

Dans ma maison il y a des meubles.

In my house there is some furniture.

Dans sa maison il n'y a pas de meubles.

In her (his) house there isn't any furniture.

Est-ce qu'il y a des meubles dans cette maison?

Is there any furniture in this house?

UNIT 8

SPECIAL LESSON: VOCABULARY ABOUT HOUSES, ROOMS AND FURNITURE.

Use this page for notes and vocabulary from this lesson.

UNIT 8

Make the following sentences negative.

Examples:

Il y a des chaises en classe.

Il n'y a pas de chaises en classe.

Elle est marocaine.

Elle n'est pas marocaine.

J'ai faim.

Je n'ai pas faim.

Il y a 5 chaises en classe.

Il n'y a pas 5 chaises en classe.

1. Elle a 10 dirhams.
2. Ils ont envie d'aller en ville.
3. Il est plus fort qu'Ali.
4. Elle a beaucoup de chance.
5. Elle a des problèmes avec la leçon.
6. Il y a des écoles en ville.
7. Ils sont en classe.
8. Il y a un dictionnaire en classe.
9. Il a un dictionnaire.
10. La pièce est grande.
11. Il y a des meubles dans la pièce.

UNIT 8

Translate the following into French. They will be corrected in class.

1. There are 5 buildings in lesson 7.
2. There are no buildings in lesson 6.
3. Are there any trees here?
4. Yes, there are some trees here. They are beautiful. (beaux)
5. There is something in building A but there is nothing in building B.
6. This lesson is difficult but I don't mind.
7. You don't mind?
8. Are you rushed?
9. Here is your answer.
10. This is a beautiful house.

UNIT 8

Mini-dialogue

Stagiaire: Oh, Ahmed, ça ne va pas? Qu'est-ce qu'il y a?

Ahmed: Oh, rien. J'ai le cafard.

Stagiaire: Dommage. Vous avez envie d'aller au cinéma?

Ahmed: Ça dépend. Qu'est-ce qu'il y a comme film?

Stagiaire: En ville il y a un film avec Funès. C'est drôle.

Ahmed: D'accord.

UNIT 8

Additional notes and vocabulary

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UNIT 9

We're dealing with some autobiographical information in this chapter. Some of this is new material and some is a review.

Among the new is your first look at a group of regular verbs called "er" verbs. Once you learn how to conjugate them you'll have access to the many verbs of this group which, being regular, are conjugated in the same manner.

habiter	= to live
travailler	= to work
enseigner	= to teach
étudier	= to study

je travaille	= I work, I am working
elle travaille	
il travaille	
vous travaillez	
elles travaillent	
ils travaillent	

In the above conjugation "travaille" and "travaillent" are pronounced in the same way.

Fill in the other English translations for the verb "travailler".

je ne travaille pas	= I don't work, I'm not working
elle ne travaille pas	
il ne travaille pas	
vous ne travaillez pas	
elles ne travaillent pas	
ils ne travaillent pas	

UNIT 9

WHERE ARE YOU FROM ?

D'où venez-vous ?

Literally this means "From where do you come?" The verb "to come" is irregular.

venir to come

je viens	= I come, I am coming
elle vient	
il vient	
vous venez	
elles viennent	
ils viennent	

Je viens de Brattleboro.

I'm from Brattleboro.

As part of this lesson you'll be asked to prepare a dialogue between a Peace Corps volunteer and a policeman. The role of the policeman is to ask, in French, the following questions:

- where the volunteer is from
- where he lives
- what his address is
- what his job is
- why he's in Morocco

The volunteer has a hard time understanding and asks the policeman to repeat.

UNIT 9

You will be asked to use some of the expressions you've learned in previous mini-dialogues such as:

- excusez-moi
- c'est ça
- d'accord
- s'il vous plaît
- qu'est-ce qu'il y a ?

Supplementary vocabulary for this dialogue is:

Montrez-moi vos papiers.

= Show me your papers.

Qu'est-ce que cela veut dire ?

= What does that mean?

Volontaire du Corps de la Paix

= Peace Corps volunteer

Parlez plus lentement, s'il vous plaît.

= Speak more slowly please.

Je ne comprends pas.

= I don't understand.

SPECIAL LESSON ON "THE FAMILY":

Male vocabulary: (The following nouns are all masculine singular).

mari	= husband
père	= father
fils	= son
frère	= brother

Female vocabulary: (The following nouns are all feminine singular).

UNIT 9

femme	= wife, woman
mère	= mother
filles	= daughter, girl
soeur	= sister

The following two nouns are both masculine plural:

parents	= parents
enfants	= children

SOME MORE ABOUT POSSESSION:

Le frère de Hassan.	= Hassan's brother.
Le livre du professeur.	= The teacher's book.
Le livre de la secrétaire.	= The secretary's book.
Le fils de ma soeur.	= My sister's son.
Le fils de mon frère.	= My brother's son.
La chambre des enfants.	= The children's room.
La voiture de mes parents.	= My parents' car.

The use of the word "de" (of) is a way of showing possession. What you are literally saying is: "The book of the teacher".

The only difficulty with this is that the "de" can combine with some words to form a new word.

de + le = du
Le livre (~~de le~~) du professeur.

UNIT 9

de + la = de la

Le livre de la secrétaire.

de + les = des

La chambre (~~de les~~) des enfants.

When you have "de" in front of a possessive adjective there is no combining to make a new word.

de + mon = de mon

de + ma = de ma

de + mes = de mes

UNIT 9

DICTATION

The following text has some blanks. Your teacher will read the entire text, which will allow you to fill in the blanks.

Mon _____ Jalil. Il est _____ et travaille
au lycée Moulay Idriss à Rabat. Ma _____ s'appelle Jamila.
Elle vient _____ Fès. Elle _____ secrétaire. _____ parents
_____ cinq _____. Je _____ le deuxième _____ de la _____.
Mon grand _____ est _____ et il habite à Casablanca avec
_____ femme. _____ trois _____. Elles _____ plus _____
que moi.

UNIT 9

EXERCISES

Translate the following into French. These sentences will be corrected in class.

1. My father's brother.
2. She studies in class.
3. Where is she from?
4. He is studying.
5. His sister's husband.
6. His daughter is beautiful.
7. There is only one son in the family.
8. Mary's house.
9. Where are you living?
10. I don't know where she lives.
11. Does he work in Morocco?
12. I feel like working.

UNIT 9

Additional notes and vocabulary

- 74 -

UNIT 10

TO GO:

To express the idea of motion you now have the irregular verb:

aller

 = to go

je vais

 = I go, I am going

il va

elle va

vous allez

ils vont

elles vont

WHERE ARE YOU GOING? I'M GOING TO _____.

To make a question with this verb all you have to do is put "est-ce que" in front of it or you may use inversion if you wish.

Question words like "où" and "pourquoi" would, of course, be put in front of "est-ce que".

Où est-ce que vous allez ?

Où allez-vous ?

Where are you going?

Where do you go?

Both of the above French questions can have either of the English equivalents provided below the box.

TO:

To express the idea of "to" with the verb "aller" you can use the same words that expressed "in" with the verb "être".

UNIT 10

Elle est en ville.
Elle va en ville.

She's in town.

She's going to town.
She goes to town.

Ils sont à New York.
Ils vont à New York.

They are in New York.

They are going to New York.
They go to New York.

Je suis au Maroc.
Je vais au Maroc.

=

=

Il est en France.
Il va en France.

=

=

Pourquoi est-ce que vous allez en classe ?
Pourquoi allez-vous en classe ?

Why are you going to class ?
Why do you go to class?

Both of the above French questions can have either of the English equivalents provided below the box.

UNIT 10

Je vais en classe parce que je suis professeur.

I'm going to class because I'm a teacher.
I go to class because I'm a teacher.

THE OPPOSITE OF THE VERB "ALLER":

The French verb for "to stay" is:

rester

Pourquoi est-ce que vous restez ici ?

Give two translations of the above question.

1. _____

2. _____

Je reste ici parce que je travaille.

MEANS OF TRANSPORTATION:

Je ne vais pas à Boston en bateau. Je vais en avion.

Est-ce que vous allez de Marrakech à Fès en car?

UNIT 10

Elle va à la banque à pied.

She walks to the bank.
She's walking to the bank.

Est-ce qu'elle vient en train ?

Il va à Meknès en voiture.

He's driving to Meknès.

In this section on means of transportation there are five French sentences. Only two of them are translated into English. Please translate the other three. Use the space below each sentence to write out your answers.

"car" - a bus you take when you travel between towns. Within a town you travel

en bus

"voiture" - car (automobile).

I CAN - I CAN'T:

Je peux étudier.

I can study.

Je ne peux pas travailler.

I can't work.

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UNIT 10

Vous pouvez aller au restaurant.

You can go to the restaurant.

Pourquoi est-ce qu'elles peuvent aller à Casablanca ?

Why can they go to Casablanca?

pouvoir

je peux

elle peut

il peut

vous pouvez

elles peuvent

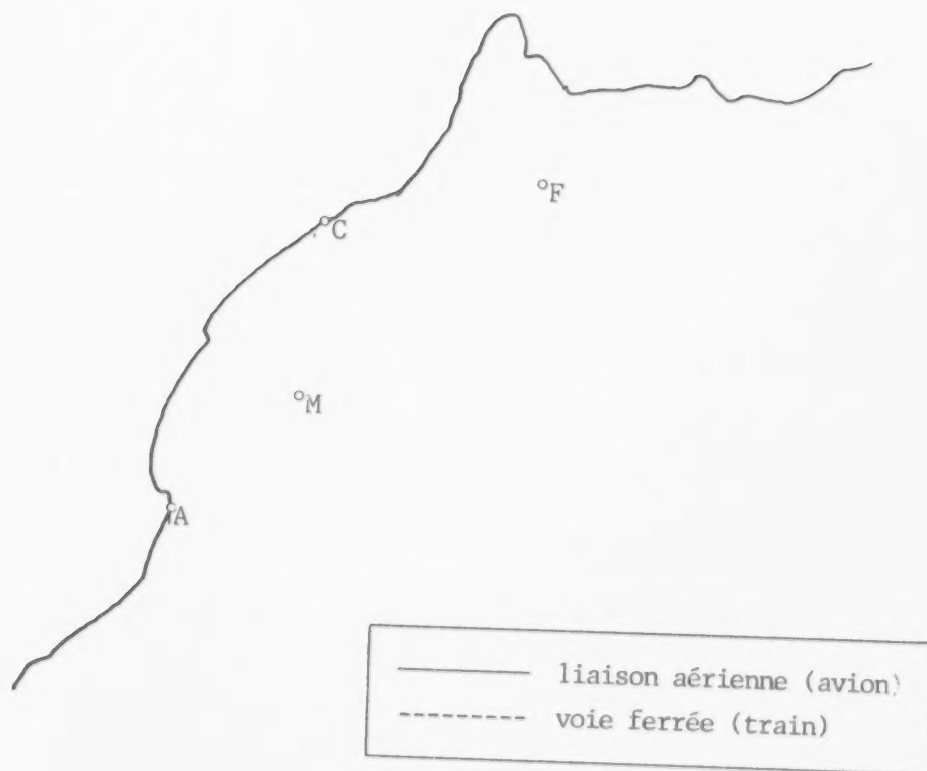
ils peuvent

= to be able

= I can, I am able

Pouvoir is almost always followed by a verb in the infinitive form.

UNIT 10



UNIT 10

MAP EXERCISE

The map on the preceding page represents only a part of Morocco. On it you will find the first letter of four different cities and you must find out what they are and completely write out their names.

In class you're going to do an exercise using this map. You will have the opportunity to fill in four airline routes (liaisons aériennes) and two railway lines (voies ferrées) between these different cities.

To begin, your teacher will tell you that you can go from one of these four cities to another by plane. Once this information is given, you will have to trace a solid line between those two points.

You will then be told that you can go from one city to another by train and you will have to connect those two points by drawing a broken line between them.

To complete this map you will need to draw in three other airline routes and one other railway line. In order to accurately do this, you will have to ask questions of your teacher. These questions must use this model:

Est-ce que je peux aller de _____ à _____ en train (avion)?

UNIT 10

MINI-DIALOGUE:

This is a brief dialogue between two strangers in the street. One is asking where the railway station is. The other unfortunately doesn't know because she's not familiar with the town.

Pourriez-vous me dire où est la gare ?

Could you tell me where the railway station is?

This is a very polite way of asking for something.

Pourriez-vous me dire où est le bureau ?

Could you tell me where the office is ?

Pourriez-vous me montrer un plan de Rabat ?

Could you show me a map of Rabat?

Pourriez-vous répéter s'il vous plaît ?

Pourriez-vous me dire s'il y a un train entre Fès et Rabat ?

Give English equivalents for the last two French questions.

1. _____

2. _____

Je suis désolé(e).

I'm sorry.

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UNIT 10

Ce n'est pas grave.

Oh, that's O.K.
No big deal.

Je ne connais pas bien Rabat.

I don't know Rabat very well.

This sentence implies that the person is not familiar with or acquainted with the town. The verb we're using here is:

connaître

= to know,
to be acquainted with or familiar
with a person, place or thing.

je connais
il connaît
elle connaît
vous connaissez
ils connaissent
elles connaissent

Je connais Betty.

Je connais San Francisco.

Je ne connais pas Fès.

Je ne connais pas bien
Laconia.

I know Betty. (I've met her,
talked with her, etc.)

I know San Francisco. (I've
been there and basically know
where things are, etc.)

I don't know Fès. (I haven't
been there).

(I have been there but I'm not
well acquainted with the town
at all.)

UNIT 10

After the verb connaître you can have the name of a person, place or thing; you can never have a clause.

Mini-dialogue

Stagiaire: Pardon Madame, pourriez-vous me dire où est la gare?

Une dame: Je suis désolée. Je ne connais pas bien Rabat.

Stagiaire: Ce n'est pas grave.

La dame: Attendez une seconde. J'ai un plan de Rabat dans mon sac.

Stagiaire: Ah bien! Merci beaucoup.

La dame: De rien.

UNIT 10

Additional notes and vocabulary

UNIT 11

We'll be looking at some more numbers in this lesson.

20	30	40	50	60
----	----	----	----	----

et

Once you've learned to pronounce the above five numbers and the word "et" you'll have all the new sounds you need for the numbers in this lesson.

21
31
41
51
61

These numbers all need "et" when you say them. You will later encounter one more number that will also take "et".

20	30	40	50	60
----	----	----	----	----

2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---

By taking the word for 20 and combining it with the word for 7 you have the word for 27. This process is exactly what we do in English. So, by combining any one of the five numbers (20, 30, 40, 50 or 60) with any of the numbers below them (2, 3, 4, 5, 6, 7, 8 or 9) you can make any number from:

22 - 29

32 - 39

42 - 49

52 - 59

62 - 69

UNIT 11

3.5 and 3,500 :

In English we use a period for decimals and a comma for numbers of 1,000 and higher. The French do just the opposite. To say a decimal requires you to pronounce the French word for comma which is:

virgule

 (f)

3,5

 = 3.5

When, in English, we say numbers of 1,000 and higher we don't pronounce the word "comma". Neither do the French pronounce the word for period when they say numbers of this rank. They just write them differently. They would write 1,000 as 1.000

51% :

To express a per cent you simply need to put the French expression

pour-cent

after the number you're expressing as a percentage.

VOCABULARY TO EXPRESS TIME:

The following are all feminine singular nouns.

seconde	= second
minute	= minute
heure	= hour
semaine	= week

UNIT 11

The following are all masculine singular nouns.

jour	= day
mois	= month
an	= year

Combien de secondes est-ce qu'il y a dans une minute ?

How many seconds are there in a minute?

Il y a 60 secondes dans une minute.

There are 60 seconds in a minute.

HOW OLD ARE YOU?

To express this question in French you need the verb "avoir".

Quel âge avez-vous ?
J'ai 14 ans.

How old are you?
I'm 14 (years old).

Quel âge a-t-il ?	= _____
Il a 42 ans.	= _____

Je ne sais pas quel âge elle a.

I don't know how old she is.

UNIT 11

FIRST, SECOND, THIRD etc.

premier	= first (m)
première	= first (f)
deuxième	= second
troisième	= third
quatrième	= fourth
cinquième	= fifth
sixième	= sixth
septième	= seventh
dernier	= last (m)
dernière	= last (f)

Combien de jours est-ce qu'il y a dans une semaine ?
Il y a sept jours dans une semaine.

Quel est le premier jour de la semaine ?
C'est lundi.

Quel est le dernier jour de la semaine ?
C'est dimanche.

Quel est le troisième jour de la semaine ?
C'est mercredi.

UNIT 11

Quel est le huitième jour de la semaine ?
Il n'y a pas de huitième jour.
ou
Ça n'existe pas.

DAYS OF THE WEEK:

The days of the week (with Monday as the first day and Sunday as the last) are:

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Please complete the following passage. It will be corrected and read in class.

Si le premier jour de la semaine est lundi,
alors le deuxième jour est mardi.

Si le _____ jour de la _____ est mardi, alors le _____
jour est mercredi.

Si le troisième jour est _____, _____ le quatrième _____ est
jeudi.

UNIT 11

Le sixième jour est _____.

Entre jeudi et le sixième jour de la semaine il y a un seul jour. C'est _____, le _____ jour.

Il y a sept jours dans une semaine. Si lundi est le _____ jour, alors dimanche est le _____ jour.

Translate the following sentence into English.

Si le premier jour de la semaine est lundi, alors le deuxième jour est mardi.

TODAY - YESTERDAY - TOMORROW:

aujourd'hui	=	today
hier	=	yesterday
demain	=	tomorrow

BEFORE - AFTER:

avant	=
après	=

WHAT DAY IS TODAY? TODAY IS _____.

C'est quel jour aujourd'hui ? Aujourd'hui c'est _____.

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UNIT 11

TO TAKE PLACE:

avoir lieu

La fête a lieu en ville.

The festival is taking place (takes place) in town.

La fête can mean holiday, feast or festival.

The following table will be used in class.

Tableau Numéro 1

La population du Maghreb est jeune. Voici la "pyramide" des âges pour les trois pays d'Afrique du Nord:

	de 0 à 19 ans	de 20 à 60 ans	plus de 60
Algérie	51 %	44 %	5 %
Maroc	51 %	42 %	7 %
Tunisie	50 %	43 %	7 %

D'après "Visages du Maghreb" p. 31

1. En Algérie 51 % des gens ont de 0 à 19 ans.
- 2.
- 3.
- etc.

UNIT 11

VOCABULARY INFORMATION: (tableau numéro 1)

les gens = people

You cannot count "les gens". To say fifty people you must use:

50 personnes (f)

To say "of the people" you would need "de + les gens" which would become:

des gens

En Algérie
En Tunisie
Au Maroc

To express the idea of "in" or "to" with these countries you need these words.

UNIT 11

Tableau Numéro 2 (To be used in class)

Lieu	Date	Manifestations
Tafraoute	Février	Fête des Amandiers
Tout le pays	3 Mars	Fête du Trône
Marrakech	Mai ou Juin	Festival National du Folklore
Sefrou	Juin	Fête des cerises
Erfoud	Octobre	Fête des dattes
Tout le pays	18 Novembre	Fête de l'Indépendance
Ghafsai	Décembre	Fête des olives

D'après Le Guide Bleu du Maroc, p. 103

1. La fête des Amandiers a lieu à Tafraoute en février.
2. La fête du Trône a lieu dans tout le pays le 3 mars.
- 3.
- 4.
- etc.

UNIT 11

Translate the following sentences into French. They will be corrected in class.

1. There are twelve months in a year.
2. How many days are there in February?
3. She's not 28, she's 29.
4. It's the ninth month.
5. What's the tenth month of the year?
6. If this is Saturday then she is in Tunisia.
7. Where is the festival taking place?
8. Are Snoopy and Charlie Brown going to the festival in Sefrou?
9. The third lesson is better than the fourth lesson.
10. I don't know if she has a maid.
11. I don't feel like going to his place.
12. This week I'm at my place.
13. Lots of people come to Morocco.
14. After tomorrow, O.K.?

UNIT 11

Additional notes and vocabulary

UNIT 11
SPECIAL LESSON - "PHOTO-HISTOIRE"

This is the first of a series of four lessons which you will do over a period of several weeks. The purpose of these lessons is to work with a photograph of a person and to give it a "personality" by making up and presenting information about it as if it were a living person.

Your teacher will start this lesson by presenting his "character" and will provide the following information about him/her.

- name
- nationality
- profession
- age
- where s/he works
- where s/he lives
- marital status, children, etc.

After your teacher's presentation you will have time in class to do the same with your "character". In addition to the information listed above you will have the opportunity to add one more sentence to your presentation. This will have to be in the present tense and with a vocabulary that your classmates can either immediately understand or can easily be made to understand.

After each presentation the teacher or other students may ask questions about your "character".

Furthermore, you may be asked to recreate a "character" that one of your classmates has already presented.

There will be similar special lessons after units 18, 29 and 37. You will therefore keep the same picture throughout the entire training program. Spreading these lessons out over a period of time will allow your presentations to become more detailed as your French improves and as you acquire more structures, vocabulary, etc.

This series of four lessons has been adapted from a technique called "Characters in Search of an Author" by Raymond C. Clark. It, along with numerous other techniques, is explained in his book Language Teaching Techniques published by Pro Lingua Associates of Brattleboro, Vermont.

UNIT 11

SPECIAL LESSON - "PHOTO-HISTOIRE"

Additional notes and vocabulary

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JOUR	VILLE	
mercredi		Elle achète un tapis.
	Casablanca	
		Elle mange chez son amie Najia.
	Marrakech	Elle parle un peu arabe au souk.
samedi		Elle reste au lit parce qu'elle est un peu malade.
	Ouarzazate	Elle aime beaucoup cette ville.
	Tanger	

UNIT 12

In the first part of this lesson you'll be looking at the schedule of a woman named Sally who is spending a week in Morocco. Her schedule, however, is incomplete and you'll have to fill it in by listening to the information provided by the teacher. Write either a day of the week or the name of a city in Morocco in the appropriate box according to what your teacher says to you. In one case you'll have to write a brief sentence.

There are three columns on Sally's schedule. One is titled "jour", another "ville" and the third has no title. This third column basically deals with her activities or with what she is thinking on that particular day and in that particular town.

We're taking another introductory look at that group of "er" verbs we saw briefly in units 9 and 10. New ones for this lesson include:

acheter	= to buy
manger	= to eat
parler	= to speak, to talk
aimer	= to like, to love
passer	= to spend time
visiter	= to visit
arriver	= to arrive (to get someplace)

A new question word in this lesson is:

quand	= when
-------	--------

If you use "est-ce que" to form a question then "quand" must precede it.

Quand est-ce qu'il y a un concert ?

Quand est-ce que vous travaillez ?

UNIT 12

In this lesson you'll also encounter one of the most important verbs in the language.

faire

 = to make or to do

je fais
il fait
elle fait
vous faites
ils font
elles font

Although the meaning of this verb is "to make" or "to do" it is used in numerous idiomatic expressions whose translation usually has nothing to do with making or doing.

faire la vaisselle	= to do the dishes
faire le linge	= to do the laundry
faire l'amour	= to make love
faire le ménage	= to clean the house
faire un voyage	= to take a trip
faire la cuisine	= to cook

Vous faites un voyage.
Est-ce que vous faites un voyage ?
Faites-vous un voyage ?

UNIT 12

Qu'est-ce que vous faites ?

What are you doing?
What do you do?

Qu'est-ce qu'elle fait à Marrakech ?

What's she doing in Marrakech?
What does she do in Marrakech?

Question words such as "où" and "pourquoi" will also precede "est-ce que".

Où est-ce qu'il fait la cuisine ?
Où fait-il la cuisine ?

Where is he cooking?
Where does he cook?

Pourquoi est-ce qu'elle fait la cuisine ?
Elle fait la cuisine parce qu'elle a faim.

Qu'est-ce qu'ils font ?
Ils travaillent.

Give English equivalents of the above four French questions and answers.

- 1.
- 2.
- 3.
- 4.

UNIT 12

MINI-DIALOGUE:

On mange très bien au Maroc.

This is the first time we've seen the subject pronoun "on". It's used a great deal in situations where, in English, we would probably say "they" or "people". Another use, and probably the most common, is "we".

The above French sentence could easily be translated as "People eat very well in Morocco" or "We eat very well in Morocco".

Qu'est-ce qu'on fait au Maroc ?

What do we do in Morocco?

What do people (they) do in Morocco?

What's done in Morocco?

"What's done in Morocco" is another possible way of translating the above French sentence. This demonstrates another very important aspect of the pronoun "on". It's used for the passive voice.

On parle français ici.

French is spoken here.

On ne sait pas.

It isn't known.

"On" always takes the third person singular form of the verb.

Il parle.

Elle parle.

On parle.

UNIT 12

On y va.

The use of the letter "y" here means "there" when you're referring to a place already mentioned.

Probably the best translation of "On y va" is "Let's go", "Let's go there" or "Come on".

UNIT 12

EXERCISES:

Translate the following sentences into French. They will be corrected in class.

1. When is she in class?
2. Is there a meeting?
3. Why is there a meeting?
4. When is he driving to Casablanca?
5. When can she work?
6. When could you show me a map of Paris?
7. Who cooks?
8. I don't know who cooks.
9. When does she buy a rug?
10. What do we do now?
11. What can we buy?
12. What are you doing?
13. What's spoken in Algeria?
14. Arabic is spoken there.

UNIT 12

Mini-dialogue

Najia: Est-ce que vous avez faim ?

Sally: Oui, assez.

Najia: Venez déjeuner chez moi. Vous aimez la cuisine marocaine?

Sally: Oui, j'adore. On mange très bien au Maroc.

Najia: Bon, on y va.

UNIT 12

Additional notes and vocabulary

UNIT 13

In this lesson we'll take numbers up into the hundreds of thousands. Although you'll have to make some new combinations of sounds you already know, you really only need two new sounds to be able to count up to 999,999. Those two new sounds are the words for:

100
1.000

You already know the numbers up to 69. For 70 you need to put two numbers, which you already know, together. When you pronounce

60

10

you are saying the French word for 70.

To say 71 you make the following combinations:

60

et

11

The numbers that use "et" are: 21, 31, 41, 51, 61 and 71

72 - 79:

60

+

12

13

14

15

16

17

18

19

To say 72 you need:

60

12

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UNIT 13

For 73 we have:

60	13
----	----

Therefore, for the numbers 74 - 79 you need the appropriate combination of 60 and a number between 14 and 19.

Here's the combination for 80:

4	20
---	----

For 81 you need only add one number.

4	20	1
---	----	---

When you say 80 in French you're literally saying "four twenties".

82 - 89:

80							
2	3	4	5	6	7	8	9

For this series of numbers you need the appropriate combination of 80 and one of the numbers between 2 and 9.

UNIT 13

90 - 99:

To say 90 you put together:

80	10
----	----

91 and 99 become respectively:

80	11
----	----

80	19
----	----

For the numbers 92 to 98 you need the appropriate combination of 80 and one of the numbers between 12 and 18.

So, the number 60, by making the appropriate combinations, gives you all the numbers from 60 - 79.

The number 80, with the correct combinations, gives you all the numbers from 80 - 99.

The French word for hundred is spelled

cent

101 is simply a combination of:

100	1
-----	---

UNIT 13

100 - 199:

This series is accomplished by saying the word for 100, followed by one of the numbers you have already learned.

147 would use these combinations:

100	40	7
-----	----	---

161:

100	60	et	1
-----	----	----	---

etc.

200 - 900:

2	100
---	-----

3	100
---	-----

etc.

The word for thousand is spelled

mille

The numbers from here to 999,999 will proceed in the same manner you have seen up to now.

HOW MUCH MONEY DO YOU HAVE?

Combien d'argent avez-vous ? Combien d'argent est-ce que vous avez ?

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UNIT 13

BILLS - COINS:

These are not the names of two football teams.

billet (m) = bill

pièce (f) = coin

HE HAS MORE MONEY THAN I DO:

We've already seen comparisons using adjectives. "Il est plus fort que Mark", etc.

Now we're putting the word "more" in front of a noun.

Il a plus d'argent que moi.

Give French equivalents for the following:

1. She has more classes than I do.
2. She has fewer classes than I do.

HOW MUCH IS A PACK OF CIGARETTES?

To say this you must use the verb for "to cost".

coûter

Combien coûte un paquet de cigarettes ?

UNIT 13

The French adjective for expensive is:

cher	(m)
chère	(f)

Referring to something masculine how would you say:

less expensive _____

more expensive _____

as expensive _____

SUPERLATIVES:

Il est le plus fort.

He's the strongest.

Elle est la plus forte.

She's the strongest.

Give French equivalents for the following:

1. She's the most intelligent.
2. This chair is the most expensive.
3. She's as stupid as Larry.

UNIT 13

4. His dictionary is the least expensive.

5. Her dictionary is the best.

EVERYBODY (everyone), NOBODY (no one), SOMEBODY (someone):

tout le monde	= everybody
quelqu'un	= somebody
personne	= nobody

"Tout le monde" always takes the third person singular form of the verb.

Tout le monde peut comprendre.

Everybody can understand.

Tout le monde est gentil.

Tout le monde peut acheter ma voiture.

Quelqu'un, as the subject of a sentence, also takes the third person singular form of the verb.

Quelqu'un peut acheter ma voiture.

Someone can buy my car.

Quelqu'un can also be used as the object of a verb.

Je vois quelqu'un.

I see someone.

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UNIT 13

Translate the following into French.

1. Somebody has a book.
2. I like someone.
3. Someone is happy.

Personne, like quelqu'un, can be either a subject or an object. However, observe the use of ne before the main verb.

Personne ne peut acheter ma voiture.
Je ne vois personne.

Nobody can buy my car.
I see no one. (I don't see anyone.)

Il y a can be used with quelqu'un and personne.

Il y a quelqu'un à la porte.
Il n'y a personne à la porte.

There's somebody at the door.
There's nobody at the door.

TOO MUCH/TOO MANY:

trop

UNIT 13

This word, with an adjective, gives us:

trop grand	= too tall (ms)
trop chère	= too expensive (fs)
trop petites	= too small (fp)

With a noun, however, we have:

trop de chaises	= too many chairs
trop de temps	= too much time
trop d'eau	= too much water

ENOUGH, NOT ENOUGH:

assez	= enough
-------	----------

C'est assez!	= That's enough!
--------------	------------------

Used with a noun, we get:

assez de temps
assez d'argent

J'ai assez d'argent.
Je n'ai pas assez d'argent.

You will also encounter in this lesson the verb

vouloir	= to want
---------	-----------

UNIT 13

It is an irregular verb and is almost always followed by an infinitive.

je veux
elle veut
il veut
vous voulez
elles veulent
ils veulent

I WANT TO _____ BUT I CAN'T:

Je veux aller à Tokyo mais je ne peux pas.
--

This same pattern could be used for other such situations. "Je veux _____ mais je ne peux pas"; in the blank you could put "get a gold medal in the olympics", "be a perfect 10", "speak fluent Spanish", etc.

It can be somewhat impolite to say "I want" in French. Instead of saying "Je veux voir votre livre", you can say, with a question intonation:

Je peux voir votre livre s'il vous plaît?

In unit 16 you will have another polite way of asking for something.

UNIT 13

EXERCISES:

Give French equivalents for the following:

1. Are there enough chairs in class?
2. He wants to study but he doesn't have enough time.
3. She's in the library and she's studying.
4. She studies in the library.
5. She doesn't feel like studying.
6. There aren't enough books in the library.
7. Nobody is working today.
8. Is there much water in Niger?
9. Is there someone in the office?
10. I'm sorry but I'm too busy. I don't have enough time this week.
11. Where are you from?
12. How many brothers does she have?
13. Everybody is in class.
14. There's no one in school today.

UNIT 13

Additional notes and vocabulary

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UNIT 14

Although we've already dealt with "er" verbs in units 9 and 12 we've never really looked closely at how to conjugate them. You may have figured out the rules for conjugating verbs of this group. In case you haven't here's a helping hand.

Take the infinitive chercher and drop the "er" ending. For the

"je", "elle" and "il" persons, just add the letter "e". The "vous" form gets "ez" and the "elles" and "ils" forms take an "ent" ending.

chercher	= to look for
je cherche	
elle cherche	
il cherche	
vous cherchez	
elles cherchent	
ils cherchent	

"Cherche" and "cherchent" are pronounced the same.

WE:

Up to now, with the exception of "on", we've never looked at the subject pronoun "we". In French this is:

nous

Nous cherchons les clés.	= We're looking for the keys.
Nous regardons la télévision.	= We're watching television.
Nous travaillons.	
Nous étudions.	

UNIT 14

Give the French for the following. Use "nous".

1. We live in Boston.
2. We are visiting Casablanca.
3. We like Morocco.
4. How many classes are we teaching?
5. When do we arrive in Brattleboro?

The only "nous" form that doesn't have the "ons" ending is with the verb "être".

nous sommes

Nous sommes en classe.
Nous sommes forts.

"NOUS" WITH "AVOIR" AND "FAIRE":

nous avons
nous faisons

Nous avons trois billets.
Nous avons faim.
Nous avons envie d'aller au cinéma.

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UNIT 14

Nous faisons un voyage.
Nous faisons la cuisine.
Quand est-ce que nous faisons le linge?

Give English equivalents for the previous six sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

TO GO SOMEWHERE TO DO SOMETHING. "NOUS" WITH "ALLER":

Nous allons à la bibliothèque pour étudier.

We are going to the library to study.
We go to the library to study.

On va chez elle pour dîner ?

Are we going to her place to have dinner?

UNIT 14

pour

 = for, in order to

In the previous two examples "pour" is used in the sense of "in order to". The "pour" isn't translated in the English sentences but it must be there in order to be correct. As you can see, it's placed in front of the infinitive.

"Pour", in the sense of "for", would be as follows:

C'est pour vous.	= This is for you.
C'est pour moi ?	= Is this for me?
Ce n'est pas pour lui.	= This isn't for him.
C'est pour nous.	= This is for us.
C'est pour elle.	= This is for her.

dortoir	(m) = dormitory
dormir	= to sleep

With this information, give the French equivalent of the following sentence.

I go to the dormitory to sleep.

Give English equivalents for the following:

Nous allons au café pour discuter.
Nous allons chez Paul pour faire la cuisine.

UNIT 14

Here are two texts you are going to work on in class.

Premier texte:

Nous sommes musiciens. Nous avons un chef d'orchestre très connu. Nous faisons partie d'un orchestre européen. Nous jouons dans toutes les grandes capitales. Nous gagnons beaucoup d'argent. Nous sommes l'orchestre philharmonique de Berlin.

Deuxième texte:

For this text the verbs are in the infinitive form. You will need to conjugate them.

Nous (être) athlètes et nous (jouer) au football américain. Nous

(faire) partie d'une équipe très célèbre. Nous (habiter) une grande

ville au sud des Etats-Unis. Nous (avoir) un entraîneur très calme.

Nous (être) Les Dallas Cowboys.

UNIT 14

Additional notes and vocabulary

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UNIT 15

DIRECT AND INDIRECT OBJECTS

The direct object pronouns in this part of the lesson are "le, la, les, vous, me".

Je donne le livre à Hassan.
Je le donne à Hassan.

Elle met la clé sur la table.
Elle la met sur la table.

Je vois les photos.
Je les vois.

Le policier vous voit.

The policeman sees you.

Il me regarde.

He is looking at me.

UNIT 15

Est-ce que vous l'étudiez ?

Are you studying it?

Est-ce que vous les regardez ?

Are you looking at them?

Traduisez en français:

1. He sees him.
2. I'm looking at her.
3. She's watching television.
4. Is he studying it?
5. She is giving it to John.

At this time the indirect object pronouns we're working with are "lui, vous, me".

Je donne le livre à Hassan.

Je donne le livre à Susan.

Je lui donne le livre.

Both "à Hassan" and "à Susan" are replaced by "lui".

UNIT 15

Il vous parle.

He is speaking to you.
He speaks to you.

Elle me donne un stylo.

Est-ce que vous lui téléphonez ?

Traduisez en anglais les phrases suivantes.

1. Je vous parle.
2. Je vous téléphone.
3. Je vous donne un livre.
4. Je lui parle. (2 translations)
5. Je lui téléphone. (2 translations)
6. Qui me parle?
7. Lui téléphonez-vous? (2 translations)
8. Pourquoi est-ce qu'elle me parle?

UNIT 15

Some verbs in French require a preposition where in English there is none, and vice versa. The following is a list of the most common problematic verbs.

I am telephoning (calling) John.

Je téléphone à Jean.

I am answering John.

Je réponds à Jean.

I am asking John.

Je demande à Jean.

I am looking at the book.

Je regarde le livre.

I am looking for Mary.

Je cherche Marie.

I am waiting for Mary.

J'attends Marie.

NEGATION:

"Where do I put the 'ne' and the 'pas' "? Here's another infamous question which we'll now try and answer.

à la forme affirmative

à la forme négative

1. Je vous parle.

1. Je ne vous parle pas.

2. Je vous téléphone.

2. _____

3. Elle lui parle.

3. _____

4. Vous me contactez.

4. _____

5. On lui téléphone ?

5. _____

6. Il la répare.

6. _____

7. Elle l'écoute.

7. _____

UNIT 15

à la forme affirmative

à la forme négative

8. Nous les regardons

8. _____

9. On le voit.

9. _____

10. Elle me cherche.

10. _____

Mettez les phrases 2 à 10 à la forme négative.

Traduisez en anglais.

1. Je ne la vois pas.

2. Est-ce que vous me cherchez ?

3. Nous ne cherchons personne.

4. On ne les voit pas.

5. Est-ce qu'elle me regarde ?

6. Tout le monde vous cherche.

7. Est-ce qu'elle me téléphone ?

8. Nous l'étudions.

9. Vous cherchez quelqu'un ?

UNIT 15

In the mini-dialogue of unit 10 we looked at the verb connaître. In several lessons we've seen "Je ne sais pas" for "I don't know".

In French there are two verbs for "to know".

savoir connaître

As we saw in unit 10, "connaître" is followed by the name of a person, place or thing. You do not have a clause after it.

After "savoir" you almost always have a clause.

Possible uses of "savoir" would include:

Je sais où _____

Je sais pourquoi _____

Je sais qui _____

Je sais que _____

Je sais quand _____

Examples:

Je sais où est la gare. Je sais où sont les stagiaires. Je sais pourquoi vous êtes en classe. Je sais qui est au bureau. Je sais que vous avez plus d'argent que moi. Je sais quand Sally arrive au Maroc.

UNIT 15

Traduisez les 6 phrases précédentes en anglais.

1.

2.

3.

4.

5.

6.

While you're at it, try translating these too.

1. Je connais Peter. Je sais où il habite.

2. Elle connaît Hassan. Elle sait qu'il est plus intelligent que Larry.

savoir
je sais
il sait
elle sait
nous savons
vous savez
ils savent
elles savent

UNIT 15

MINI-DIALOGUE:

Look at the mini-dialogue and find how to say "somebody great".

actuellement

 = at the present time, now

en fait

 = actually, in fact

prendre

 = to take

je prends

il prend

elle prend

nous prenons

vous prenez

ils prennent

elles prennent

This is a very important irregular verb and there are two others which are conjugated in the same way.

comprendre

je comprends

il

elle

nous

vous

ils

elles

= to understand

UNIT 15

apprendre

= to learn

j'

il

elle

nous

vous

ils

elles

Another important irregular verb you'll encounter in this lesson (not in the mini-dialogue) is:

mettre

= to put

je mets

elle met

il met

nous mettons

vous mettez

elles mettent

ils mettent

There are at least two other verbs conjugated in the same manner.

permettre

= to permit, to allow

promettre

= to promise

In this mini-dialogue you will see the expression:

avoir du mal à faire quelque chose

to have a hard time doing something

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UNIT 15

Mini-dialogue

Yasmina: Connaissez-vous Pierre?

Mary: Oui, je le connais. C'est quelqu'un de formidable;
il parle cinq langues.

Yasmina: Oui et actuellement il apprend une sixième langue,
le dacoromanien.

Mary: Je ne sais pas comment il fait car moi j'ai
beaucoup de mal à apprendre le français.

UNIT 15

Additional notes and vocabulary

UNIT 16

Quelle heure est-il ?

= What time is it?

To express hours such as eight o'clock, eleven o'clock, etc., you say:

Il est huit heures.

Il est onze heures.

To express the idea of "half past", add

et demie

to the end of the sentence.

Il est neuf heures et demie.

To express the idea of "15 minutes past" or "a quarter past" you need:

et quart

This gives us:

Il est sept heures et quart.

Any item such as "a quarter of" requires:

moins le quart

Il est trois heures moins le quart.

UNIT 16

8:01 - 8:14. 8:16 - 8:29.

The pattern is:

Il est huit heures une. Il est huit heures quatorze. Il est huit heures seize. Il est huit heures vingt-neuf.
--

10:31 - 10:44. 10:46 - 10:59.

Il est onze heures moins vingt-neuf. Il est onze heures moins seize. Il est onze heures moins quatorze. Il est onze heures moins une.
--

midi	noon
minuit	midnight

MORNING, AFTERNOON, EVENING AND NIGHT:

le matin	morning
l'après-midi	afternoon
le soir	evening
la nuit	night

IN THE MORNING, IN THE AFTERNOON, etc.:

You don't need the word "dans" to express this.

UNIT 16

Le matin, je vais en classe.
Le soir, j'étudie ou je vois un film.

In the morning, I go to class.
In the evening, I study or I see a movie.

7:00 IN THE MORNING, 5:00 IN THE AFTERNOON, 7:00 IN THE EVENING.

Once again, you don't need "dans" but you do need "de" which will combine with "le" to make "du".

sept heures du matin
cinq heures de l'après-midi
sept heures du soir

WHAT TIME (WHEN) ARE YOU GOING TO TOWN?

A quelle heure est-ce que vous allez en ville?

To express the idea of "every Saturday" as opposed to "Saturday" you do this:

le samedi
samedi
dimanche matin
le dimanche matin

Saturdays, every Saturday
Saturday (a specific Saturday)
Sunday morning (a specific one)
Sunday mornings, every Sunday morning

Les Musulmans vont à la mosquée le vendredi.

Muslims go to the mosque on Fridays.

UNIT 16

Je vais en ville vendredi.

I'm going to town Friday. (this Friday)

partir	to leave
je pars	
il part	
elle part	
nous partons	
vous partez	
ils partent	
elles partent	

A quelle heure est-ce que le train part ?

What time does the train leave?

A quelle heure est-ce que vous partez ?
A quelle heure partez-vous ?

Nous ne partons pas.

Le train qui part à 7 H 30 arrive à 8 h 55.

The train that leaves at 7:30 arrives at 8:55.

When dealing with schedules, timetables, etc., people usually won't use the word "moins" to say something like "8 h 55". They will pronounce it "huit heures cinquante-cinq".

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UNIT 16

ON TIME - LATE:

à l'heure
en retard

Traduisez en français:

1. I'm not late. I'm on time.
2. Why is the train from Paris late?
3. If the train arrives after 8:00, then the train is late.
4. Do you know if Peter is late?
5. How many trains are there between Marrakech and Casablanca?
6. The train that leaves on time, arrives on time.
7. I'm staying in Casablanca tonight. I'm taking the train tomorrow.

sauf except

Tous les jours sauf le dimanche.

Tout le monde sauf moi.

UNIT 16

Le train n'est pas direct, il s'arrête à Kresgeville.

The train isn't direct, it stops at Kresgeville.

Il y a des trains directs tous les jours sauf le mardi.

Je suis désolé mais il n'y a pas de train direct aujourd'hui entre Paris et Genève.

Oui, c'est ça. Le train qui part à 8 h 22 est direct.

Il y a beaucoup de monde dans le train. J'ai du mal à trouver une place.

Une de ces phrases est traduite en anglais. Traduisez les autres.

In unit 13 we saw the verb "vouloir". It was pointed out that "je veux" can be somewhat abrupt or impolite. A more polite version would be:

je voudrais

I would like

UNIT 16

Je voudrais aller à Paris. Est-ce qu'il y a un train demain à 9 h 30 ?

Elle voudrait prendre le train de 23 h 30.

Il voudrait prendre le train qui part à midi.

Traduisez ces trois phrases en anglais.

Il n'y a pas de train direct. Je dois changer à Paris.

There's no direct train. I have to change in Paris.

To express the idea of "I have to" or "I must" you use the verb

devoir

followed by a verb in the infinitive form.

Je dois étudier.
Il doit travailler.

I must (have to) study.
He must (has to) work.

UNIT 16

devoir
je dois
il doit
elle doit
nous devons
vous devez
ils doivent
elles doivent

Qu'est-ce qu'elle doit faire ?

What does she have to do?
What must she do?

As part of this lesson you'll be doing a role play where one student is an employee of "O.N.C.F." (the railroad) and the other a tourist who wants to go from Marrakech to Tanger. The tourist, of course, has none of the necessary information about traveling by train and must, therefore, ask questions about:

- price of tickets
- schedules
- the possibility of a sleeper ("couchette")
- making reservations
- etc.

Your teacher will furnish "the employee" with the necessary information.

UNIT 16

Additional notes and vocabulary for the role play

UNIT 16

HORAIRE N° 1 (to be worked on in class)

	Départ des trains lundi-mercredi-vendredi		Départ des trains mardi-jeudi-samedi		
Casablanca	7 h 30	12 h 28	5 h 15	12 h 52	21 h 49
Ainsebaa	7 h 41	12 h 40	5 h 26	13 h 03	22 h
Mohammedia	7 h 55	12 h 55	5 h 40	13 h 17	22 h 15
Rabat	8 h 55	13 h 55	6 h 40	14 h 17	23 h 15

HORAIRE N° 2 (to be worked on in class)

Marrakech	6.51	17.27
Sidi El Aidi	<u>9.44</u>	20.07
Casablanca	10.47	20.58

Casablanca	9.10
Sidi El Aidi	<u>10.01</u>
Oued-Zem	11.56



Please note: these are not authentic train schedules

UNIT 16

Additional notes and vocabulary



UNIT 17

In or To with countries

To say "in a country" or "to a country" you must know whether the country is feminine or masculine. If the country is feminine you replace the article with en. Both "in France" and "to France" are "en France". For masculine singular countries the article is replaced by au. To say "in Morocco" or "to Morocco" you have "au Maroc". For masculine singular countries which begin with a vowel, you use en (en Iran, en Iraq).

SOME FEMININE COUNTRIES

La France
l'Espagne
l'Algérie
la Tunisie
l'Angleterre
la Mauritanie
l'Allemagne
la Chine
l'U.R.S.S.
l'Egypte
l'Arabie Saoudite

Nous allons en Algérie.
Elle est en Chine.

We're going to Algeria.
She's in China.

SOME MASCULINE COUNTRIES

le Maroc
le Niger
le Japon
le Gabon
le Cameroun
le Brésil
le Sénégal
le Portugal
le Guatemala

Il va au Japon.
Je suis au Maroc.

We're going to Japan.
I'm in Morocco.

UNIT 17

Traduisez en français:

1. They aren't in Brazil.
2. Are you going to Niger?
3. Are there many Catholics in Ireland?

en Angola
en Iran
en Iraq

If a country is plural, whether it's feminine or masculine, you use "aux".

aux Etats-Unis
aux Philippines
aux Pays-Bas

NAMES OF NATIONALITIES:

There are four basic categories of regular adjectives and a few irregular ones.

The first group we'll look at is the one where masculine singular adjectives end in "ain" and the feminine singular in "aine".

marocain	marocaine
américain	américaine
mexicain	mexicaine

UNIT 17

Another group consists of "ais" and "aise" endings.

français	française
anglais	anglaise
japonais	japonaise

Still another group takes "en" and "enne" endings.

algérien	algérienne
tunisien	tunisienne
nigérien	nigérienne

The fourth group of adjectives with regular endings has "ois" and "oise" endings.

chinois	chinoise
danois	danoise
suédois	suédoise

Some of the irregulars are:

espagnol	espagnole
allemand	allemande
russe	russe

UNIT 17

NORTH - SOUTH - EAST - WEST:

le nord	= north
le sud	= south
l'est	= east
l'ouest	= west

To say "to the north", "to the south", etc., you just need to add "à" to the above words. This gives us:

au nord
au sud
à l'est
à l'ouest

L'Espagne est au nord du Maroc.

Spain is to the north of Morocco.

Quel temps fait-il ?

What's the weather like?

Il fait beau.	= It's beautiful.
Il fait mauvais.	= It's lousy.
Il fait chaud.	= It's hot.
Il fait froid.	= It's cold.
Il fait du soleil.	= It's sunny.
Il fait du vent.	= It's windy.

UNIT 17

All the preceding weather expressions use the third person singular of the verb "faire". They will always use the masculine pronoun "il".

Il pleut.	It rains. It's raining.
Il neige.	It snows. It's snowing.

SEASONS OF THE YEAR:

le printemps	= spring
l'été	= summer
l'automne	= autumn
l'hiver	= winter

au printemps	in (the) spring
en été	in (the) summer
en automne	etc.
en hiver	

toujours	= always
ne...jamais	= never
souvent	= often
quelquefois	= sometimes

Il neige toujours au Vermont en hiver mais il ne neige jamais en été.

Il pleut souvent à Paris en automne.
Quelquefois il pleut à Marrakech.

UNIT 17

The following 10 statements will be worked on in class on a "true-false (vrai-faux) basis.

Here are some expressions that may be useful to you:

Je suis sûr(e) que c'est vrai/faux.

Je pense que.....

Je crois que.....

1. La montagne la plus haute est le Mont Toubkal.
2. Ces trois villes sont sur la côte atlantique : SAFI, EL JADIDA, KHENIFRA.
3. O.C.P. veut dire "Office Chérifien du Pétrole".
4. Les principales exportations marocaines sont les produits agricoles.
5. Quand on va de Rabat à Casablanca, on passe par Khouribga.
6. Fès est à plus de 400 km de Casablanca.
7. La principale source d'énergie est l'énergie solaire.
8. "Maghreb" veut dire en arabe "pays de l'ouest".
9. La région appelée "Le Rif" est au nord du Maroc.
10. On construit des voitures Renault à Casablanca.

UNIT 17

As an out-of-class assignment you'll be asked to prepare a brief description of your home state's climate, geography, etc. These will be presented in class the next day.

To make things more of a challenge each person has the right to "spice up" his presentation by throwing in one lie. After you've finished telling the class about your state, your classmates must try and guess which part of your talk isn't true.

UNIT 17

Additional notes and vocabulary for geography

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UNIT 17

Additional notes and vocabulary for weather expressions

UNIT 17

Additional notes and vocabulary

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UNIT 18

In the first unit we talked briefly about reflexive verbs. Here we'll deal with them more in detail. As you recall, a reflexive verb is one whose subject acts upon itself. You can stop someone or you can stop yourself. If you stop yourself then the action of the verb comes back to the subject; this makes it a reflexive verb.

the non-reflexive use
of "réveiller"

Je réveille Bill.
Tu réveillés Bill.
Il réveille Bill.
Elle réveille Bill.
On réveille Bill.
Nous réveillons Bill.
Vous réveillez Bill.
Ils réveillent Bill.
Elles réveillent Bill.

Although it's obvious that Bill isn't getting much sleep it is also obvious that the subject is always acting upon someone other than itself.

We also see here a new pronoun, "tu". This is the familiar way of saying "you" and you must be careful not to address a school director or someone you don't know well with it. It is a singular subject pronoun so you can address only one person with it.

the reflexive use of
the same verb

Je <u>me</u> réveille.	Nous <u>nous</u> réveillons.
Tu <u>te</u> réveillés.	Vous <u>vous</u> réveillez.
Il <u>se</u> réveille.	Ils <u>se</u> réveillent.
Elle <u>se</u> réveille.	Elles <u>se</u> réveillent.
On <u>se</u> réveille.	

UNIT 18

In the previous conjugation the underlined words are reflexive pronouns. The infinitive form of a reflexive verb takes a "se" in front of it unless, of course, the verb begins with a vowel or mute "h" which would make the "se" become "s'".

The verb "to get dressed" is:

habiller

As a reflexive verb this would be:

s'habiller

Je m'habille.
Tu t'habilles.
Il (elle) (on) s'habille.
Nous nous habillons.
Vous vous habillez.
Ils (elles) s'habillent.

I get dressed.

To express the idea of "having a good time" in French requires neither the verb to have nor the word for time. It's simply a reflexive verb:

s'amuser

to have a good time

Je m'amuse.
Tu
Il (elle) (on)
Nous
Vous
Ils (elles)

UNIT 18

The verb "to hurry" is also a reflexive verb.

se dépêcher

Here are some examples of negation with reflexive verbs.

Elle ne se réveille pas.
Je ne me dépêche pas.
On ne s'amuse pas.
Nous ne nous habillons pas.

In the TPR lessons you have heard "orders". Let's look a little more closely at how to form these imperatives.

With non-reflexive verbs you just drop the "vous" from the second person plural and what is left is the imperative. "Vous allez" becomes "allez"! - "go"! "Vous écrivez" becomes "écrivez"!

There is an imperative for the familiar "tu" form. The rules for this are almost identical to the "vous" form. Drop the "tu" from the second person singular and you've got the imperative. The only slight complication here is that when you do this with "er" verbs then you must drop the "s" from the verb form. "Tu travailles" must then become "travaille"!

Imperatives with reflexive verbs are slightly different:

Réveillez-vous!
Dépêchez-vous!
Habillez-vous!

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UNIT 18

Some verbs as a reflexive take on a meaning that is different from their non-reflexive meaning.

demander	= to ask
se demander	= to wonder

Je me demande à quelle heure le train arrive.

I wonder what time the train arrives.

Ils se demandent s'il est malade.

They wonder if he's sick.

Ils se demandent si elle est malade.

They wonder if she's sick.

"Si" before "il" becomes "s'il". Before "elle" it remains "si".

Another important reflexive verb that is often misused by Americans is:

s'intéresser à	to be interested in
----------------	---------------------

Nous nous intéressons à l'histoire. Elle ne s'intéresse pas au football.

We're interested in history.
She's not interested in soccer.

UNIT 18

MINI-DIALOGUE:

This is a brief conversation between two good friends. One of them, Abdellatif, has a test to take and is worried.

salut hi

Qu'est-ce qui se passe ?

What's happening?

avoir l'air nerveux to look nervous (m)

When you add an adjective on after the expression "avoir l'air" you can express the idea of "to look worried, happy", etc.

Elle a l'air malade. She looks sick.

avoir peur to be afraid

Nous n'avons pas peur.
Est-ce que vous avez peur ?

We aren't afraid.
Are you afraid.

s'inquiéter to worry

UNIT 18

Je m'inquiète.
Ne vous inquiétez pas!
Ne t'inquiète pas!

I am worried.
Don't worry!
Don't worry! (familiar form)

To say "I am worried" you can also say:

Je suis inquiet.
Je suis inquiète.

en tout cas

anyhow, in any case

bonne chance!

good luck!

UNIT 18

The following texts will be worked on in class.

C'est un écrivain.

Il est américain.

Il passe beaucoup de temps dans les bibliothèques.

Il s'intéresse à l'histoire des Noirs américains.

Il se souvient de ses ancêtres.

Il s'appelle _____.

C'est une actrice.

Son père est connu.

Elle s'intéresse à beaucoup de sujets : la politique, le féminisme et la gymnastique.

Dans un de ses films, elle s'oppose au développement d' l'énergie nucléaire.

Elle s'appelle _____.

Elle est blonde.

Elle habite dans un palais.

Elle s'occupe de ses jeunes enfants.

Elle s'habille toujours bien.

Sa photo se trouve sur la couverture de beaucoup de magazines.

Elle s'appelle _____.

UNIT 18

Il travaille la nuit.

Il travaille dans un chateau.

Il s'intéresse à la science.

Il se passionne pour les cadavres.

Il pense qu'il peut fabriquer une nouvelle personne qui est parfaite mais il se trompe.

Il s'appelle _____.

Il est fort.

Il vient d'une autre planète.

Il est journaliste.

Quand il y a un danger, il se déshabille dans une cabine téléphonique et il s'envole.

Il s'appelle _____.

UNIT 18

Mini-dialogue

Ibrahim: Salut! Qu'est-ce qu'il y a? Qu'est-ce qui se passe? Tu as l'air nerveux.

Abdellatif: J'ai un examen de Physique dans une heure et j'ai très peur.

Ibrahim: Oh! Ne t'inquiète pas! Tu sais très bien que tu es fort en Physique. En tout cas, bonne chance!

UNIT 18

SPECIAL LESSON - "PHOTO-HISTOIRE"

This is the second in the series of four special lessons using photographs. You did the first after unit 11. If you wish to review the way these lessons are done you can find that information on page 97.

To begin this lesson your teacher will probably ask you to again present the information you gave last time. He will then put a series of questions on the board which, when answered, will constitute additional information about your "character".

Use this page for notes and vocabulary for this special lesson.

UNIT 18

Additional notes and vocabulary

UNIT 19

In this lesson you're going to look at the date book of a Peace Corps volunteer named Henry. He has written down things he's going to do next Monday but, of course, he has written them as briefly as possible. You're going to take that information and change it so that it expresses what "he is going to do".

In French the near future tense is constructed the same way as in English. The verb "aller" followed by a verb in the infinitive form is all you need.

Je vais manger en ville.

Elle va étudier ce soir.

On va partir dans 5 minutes.

Il va se coucher tout de suite.

Nous n'allons pas voyager.

Ils ne vont pas faire la cuisine.

I am going to eat in town.

She is going to study this evening.

We are going to leave in 5 minutes.

He is going to go to bed immediately.

We are not going to travel.

They are not going to cook.

Où est-ce que vous allez mettre les clés?

Je vais les mettre dans le tiroir.

Pourquoi est-ce qu'elle va voyager en Grèce?

Parce qu'elle aime la Grèce.

Starting with this lesson verbs will not be conjugated for you in the individual lessons where they come up. They will be brought to your attention only in the infinitive form. Conjugations will be provided in a verb index at the end of the book.

UNIT 19

New verbs for this lesson include:

remplir	to fill in (out) a form, to fill up (a glass)
finir	to finish

UNIT 19

LUNDI

- | | |
|---------|---|
| 7 h 30 | Tennis avec Abdellatif |
| 9 h 30 | Maths 5ème
Révision 3 premiers chapitres |
| 10 h 30 | Remplir bulletin de notes 5ème |
| 11 h 30 | Physique 5ème
Rendre interrogations |
| 12 h 30 | Rendez-vous avec Abdou et Marc, bar du soleil |
| 15 h | Maths 6ème
Finir leçon 5. Commencer leçon 6. |
| 17 h | Cours d'arabe chez Jalil |
| 19 h | Marie et Paul chez moi
Préparer dîner |

UNIT 19

7 h 30

9 h 30

10 h 30

11 h 30

12 h 30

15 h

17 h

19 h

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UNIT 19

At the end of this unit your class is going to be split up into small groups in order to have a contest. Each group is going to propose an itinerary for a three week trip to America that a Moroccan couple is going to make.

The group you're working with will be free to propose which part of America the couple is going to visit, which sights they are going to see, what they are going to do once they're there, which means of transportation they are going to use, etc.

After each group has presented its proposed itinerary your teacher will decide which presentation is the best.

UNIT 19

Additional notes and vocabulary

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UNIT 20

On the left you have a series of expressions in French. Try and match them with the appropriate English equivalent on the right:

- | | |
|---------------------------------|---|
| 1. le croisement | a. cross the street |
| 2. il y a des feux? | b. at the first intersection |
| 3. tournez à gauche | c. how far? |
| 4. c'est interdit | d. the intersection |
| 5. au premier croisement | e. it's on your right |
| 6. la rue | f. go by the bank |
| 7. en face de | g. as far as the office |
| 8. traversez la rue | h. it's straight ahead |
| 9. tournez à droite | i. turn left |
| 10. passez devant la banque | j. go straight ahead |
| 11. jusqu'à | k. the intersection with the traffic lights |
| 12. c'est sur votre droite | l. across the street from the bank |
| 13. c'est tout droit | m. near the office |
| 14. jusqu'au premier croisement | n. the street |
| 15. en face de la banque | o. up to the first intersection |
| 16. jusqu'où | p. turn right |
| 17. près du bureau | q. it's forbidden |
| 18. jusqu'au bureau | r. starting from where? from where? |
| 19. à partir d'où? | s. are there any traffic lights? |
| 20. le croisement avec les feux | t. facing, in front of |
| 21. continuez tout droit | u. up to, until |

UNIT 20

There are two new irregular verbs you'll encounter in this lesson. They are:

conduire	to drive
sortir	to go out, to leave

Je conduis mal.

I'm a bad driver. (I drive poorly.)

Elle conduit bien.

She's a good driver.

Ils conduisent vite.

They're fast drivers.

Vous conduisez trop vite.

You're driving too fast.

Il faut conduire lentement
en ville.

You must (have to) drive slowly
in town.

Le lundi je sors du bureau à 5 h 15.

Elle sort de la banque tous les jours à midi.

Elles sortent de l'hôtel.

Il sort avec Marie.

On sort ce soir?

Traduisez en anglais les 5 dernières phrases.

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UNIT 20

In this lesson you will come across a new way of expressing necessity.

il faut	to have to, must to be necessary
---------	-------------------------------------

This is, like "il neige" and "il pleut", an impersonal expression that is only used in the third person singular with the "il" pronoun.

For the time being you must assume that you can only use an infinitive after it. Its translation will vary according to the context it's used in.

Il faut partir.
Il faut étudier.
Il faut faire la vaisselle.

We, you, etc. must leave.

We, you, etc. have to study.

If you really wish to emphasize the idea that "he" or "she" must (has to) do something, then you're probably better off using the verb "devoir" which also expresses necessity.

Il doit partir.
Elle doit étudier.

"Devoir" can do at least one thing that "il faut" can't. You can express probability by using it.

Il n'est pas ici aujourd'hui. Il doit être malade.
--

He's not here today. He must be sick.

Elle est mince. Elle doit faire beaucoup d'exercice.
--

She's thin. She must do a lot of exercises.

UNIT 20

Traduisez en français.

1. Cross the street and go left.
2. I don't know where the bookstore is. I don't know Zagora very well.
3. So, the bank is after the second intersection.
4. You have to go straight ahead. (2 ways)
5. Nobody is crossing the street.
6. Are they taking the bus that goes to the airport?
7. I'm not sure but I think the train is late.
8. How far do I go?
9. Do I have to fill out this form?
10. There are too many cars. I can't cross the street.
11. I don't feel like crossing the street. Actually, I'm afraid.
12. Does this bus go by the embassy?
13. I sometimes have a hard time understanding directions.
14. If you're in front of the bank and you want to go to the pharmacy, then you have to go left.

UNIT 20

Additional notes and vocabulary

UNIT 21

In this lesson you'll be doing a series of related activities and, at the same time, you'll be describing what it is that you're doing. The teacher will model this series of actions for you at least once before asking you to do it.

This kind of lesson, called an Operation, was first brought to my attention in a booklet called A Handbook of Operations For Use in the ESL Classroom by Thomas Winters and Gayle Nelson.

An irregular verb you'll encounter in this lesson is:

écrire	to write
--------	----------

Je lui écris une lettre.

I'm writing her (him) a letter.

There are still plenty of irregular verbs to go around so here's one more.

vendre	to sell
--------	---------

Qu'est-ce qu'on vend?

What do they sell?
What do people sell?

What's sold? (passive voice)

Qu'est-ce qu'on vend aux P.T.T. ? On y vend des timbres.

Traduisez en anglais ces deux dernières phrases.

UNIT 21

Give French equivalents for the following.

1. You must write to your friend in London. (use "devoir")
2. Do they like to write?
3. She's going to write Paul a letter.
4. She would like to write a novel.
5. He can write a short letter in Arabic.
6. We've got to write to the Tunisian embassy. (use "il faut")

The above French sentences have something in common in the way the verbs are used. What is it?

Two other irregular verbs you'll encounter here are:

recevoir	to receive
lire	to read

UNIT 21

MINI-DIALOGUE:

This is a phone conversation between a tourist and a hotel employee.

Je ne vous entends pas bien.

This comes from the verb

entendre to hear

We previously saw the expression "C'est bien l'Avenue Mohammed V?" Well, a variation of this is:

Vous êtes bien le 346-06 à Marrakech?

Its purpose is the same. You're pretty sure about something but you wish to confirm it.

Ne quittez pas.

This is a very important part of telephone etiquette. Its best translation is probably: "hold on" or "just a minute". Adding "s'il vous plaît" would make it more polite.

UNIT 21

Mini-dialogue

Réceptioniste : Allo!

Touriste : Allo!..... l'hôtel de la Palmeraie à Marrakech?

Réceptioniste : Comment? Parlez plus fort! Je ne vous entends pas bien.

Touriste : Vous êtes bien le 346-06 à Marrakech?

Réceptioniste : Oui, c'est ça. Qu'est-ce que vous voulez?

Touriste : Je voudrais réserver une chambre pour samedi prochain pour une personne.

Réceptioniste : Ne quittez pas....Je regarde si c'est possible.
Allo! Oui, pas de problème. C'est à quel nom?

Touriste : Miss Bouic

Réceptioniste : Parfait. A samedi.

UNIT 21

Additional notes and vocabulary

UNIT 22

SOME - ANY :

We've already looked at expressions like "il y a des chaises en classe" and "il n'y a pas de chaises en classe". This has given us "There are some chairs in class" and "There aren't any chairs in class". These examples, however, are only in the plural. Let's now see how we can express "some" and "any" with singular nouns.

The essential word we need to make the distinction between part of something (the partitive) and the whole is the word "de". You must add this word onto the definite article in the same way that we saw in unit 6, page 42 and in unit 9, pages 70 and 71.

To put all of this into a more realistic setting let's imagine that you're having breakfast with four or five other people around a table. There are various things on the table but they aren't within your reach. You must ask someone to pass you a given item you want before you can take any of it.

The items are:

la confiture	jam, preserves (a jar)
le pain	bread (a basket)
le café	coffee (a jar of instant)
le sucre	sugar (a bowl)
l'eau	water (a pitcher or a bottle)

Here is a list of things you might reasonably say in this situation.

Passez-moi le pain s'il vous plaît.

or

Je peux avoir le pain s'il vous plaît ?

Once you have the bread, chances are (unless you're really hungry) that you won't take all of it, only one or two pieces of it. You'll take a part of it. At this point you could say:

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UNIT 22

Je prends du pain.

I'm taking some bread.
I take some bread.

Je peux avoir la confiture s'il vous plaît ?
Je mets de la confiture sur mon pain.

Je peux avoir le café et le lait s'il vous plaît ?
Je mets du café et du lait dans ma tasse.

Je peux avoir l'eau s'il vous plaît ?
Je bois de l'eau.

TO NEED:

avoir besoin de + (verb) or (noun)

With a verb after the "de" this expression is very easy to use.

UNIT 22

J'ai besoin d'aller chez le médecin.

I need to see a doctor.
(I need to go to the doctor's place.)

Elle a besoin de travailler pour réussir à son examen.

She needs to work to pass her test.

We recently saw how to use the verb "devoir" to express necessity. "Je dois aller en ville". However, to express a negative necessity like "I don't have to do something" you use "avoir besoin de" - and not "devoir" - in the negative.

Je n'ai pas besoin d'aller en classe.

I don't have to go to class.

The opposite of this last sentence would be:

Je dois aller en classe.

Je n'ai pas besoin d'assister à la réunion.

I don't have to attend the meeting.

The opposite of this sentence would be:

Je _____.

UNIT 22

Using the expression "avoir besoin de" with a noun is a little more tricky.

J'ai besoin d'une bière.
Elle a besoin d'un café.

I need a beer.
She needs a coffee.

Nous avons besoin d'eau.
Elles ont besoin de pommes.
On a besoin de pain.
Elle a besoin de confiture.

When you use "avoir besoin de" and a singular indefinite article ("un" or "une") you keep the "un" or the "une".

However, when you have "avoir besoin de" with "le", "la", "l' " or "les", you drop the article and replace it with "de".

When you want to express something like "before going", "before writing", etc., it's really very easy.

Il prend une douche avant d'aller en ville.

He takes a shower before going to town.

Avant de faire la cuisine elle lit la recette.

Before cooking, she reads the recipe.

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UNIT 22

"Avant de" plus an infinitive translates as "before _____ing".

EXPRESSIONS OF QUANTITY:

The use of articles here becomes very easy.

un paquet de cigarettes
une livre de pommes
un kilo de raisins
un verre de vin
une tasse de café

Je voudrais un kilo d'oranges s'il vous plaît.

I'd like a kilo of oranges please.

If someone offers you some food and you wish to accept you can say:

Oui, je veux bien.

To decline, say:

Non, merci.

UNIT 22

The following sentences describe all the steps that you need to make mint tea. However, they are not in the correct order. In class, your teacher will go through the correct steps and, while observing him, you can put them in the correct order by numbering them from 1 to 11.

Pour préparer du thé à la menthe, on a besoin de thé, de sucre, de menthe, d'une théière et d'une casserole.

__ Mettez plusieurs morceaux de sucre dans la théière.

__ Préparez les feuilles de menthe : enlevez les feuilles sèches et lavez les autres.

__ Versez un peu d'eau bouillante sur le thé pour le nettoyer.

__ Remplissez la théière avec le reste de l'eau.

__ Mettez 1 ou 2 cuillerées de thé au fond de la théière.

__ Versez le thé dans les verres. Servez de très haut.

__ Faites chauffer de l'eau.

__ Quand le thé est très chaud, remplissez un verre. Reversez le contenu dans la théière.

__ Videz l'eau.

__ Mettez la théière sur le feu.

__ Mettez les feuilles de menthe sur le thé.

UNIT 22

The following dialogue is incomplete. You will work on it during class according to your teacher's instructions.

Client : Bonjour Monsieur, je voudrais des oranges.

Commerçant :

Client : 1 kilo seulement aujourd'hui.

Commerçant :

Client : Oui, de la bière, s'il vous plaît.

Commerçant :

Client : Je voudrais de la Flag. Donnez-moi 6 bouteilles.

Commerçant :

Client : Non, ce n'est pas tout, je voudrais aussi du café "Jamaïque".

Commerçant :

Client : Un grand. Ça fait combien en tout?

Commerçant :

Client : D'accord. Avez-vous la monnaie sur 100 dirhams?

Commerçant :

Client : Merci beaucoup. A bientôt.

UNIT 22

Additional notes and vocabulary

UNIT 23

In this unit you'll be dealing with a series of irregular verbs. In addition to your work in class, you can find these in the verb index.

MINI-DIALOGUE: This is a short conversation between a teacher and a trainee. They're discussing how many irregular verbs there are in French and which ones are worth learning at this point.

peut-être maybe

Il n'est pas en classe. Il est peut-être malade.

Ce n'est pas la peine.

It's not worth the trouble.
It's not worth the effort.

If you want to put a verb after this expression here is what you can do.

Ce n'est pas la peine de venir.

Ce n'est pas la peine d'y aller.

à peine hardly, barely

Although this expression isn't in the mini-dialogue, it's derived from the above expression and is used often.

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UNIT 23

Il est à peine poli.

He's hardly polite.

n'est-ce pas

This is all you need in French to make tag questions.

Vous êtes canadien, n'est-ce pas?

You're Canadian, aren't you?

C'est votre dictionnaire, n'est-ce pas?

This is your dictionary, isn't it?

Il enseigne l'algèbre, n'est-ce pas?

He teaches Algebra, doesn't he?

Ils ont chanté en classe, n'est-ce pas?

They sang in class, didn't they?

They have sung in class, haven't they?

Ah bon!

Oh really!

Tant mieux!

So much the better! Good deal!

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UNIT 23

Mini-dialogue

Stagiaire : Il y a combien de verbes irréguliers en français?

Professeur : Je ne sais pas exactement. Peut-être 300.

Stagiaire : Ce n'est pas la peine d'apprendre tous les verbes, n'est-ce pas?

Professeur : Non, bien sûr. Apprenez seulement les verbes qui peuvent vous être utiles.

Stagiaire : Ah bon! Tant mieux!

UNIT 23

Additional notes and vocabulary

- 197 -

UNIT 24

In this unit we're going to be looking at some of the vocabulary and expressions needed to look for and rent an apartment.

Simsar

Un organisme qui cherche des appartements pour les gens qui ont besoin d'un logement. Bien sûr, ce n'est pas gratuit. C'est payant.

caution

(f) security deposit (it's also bail)

affecté affectée

This adjective could probably best be translated as "assigned". In a military context it would be "stationed". "Il est affecté à Kénitra" tells us where he is working (i.e., where he is assigned to work).

propriétaire

(m) (f) landlord, owner

locataire

(m) (f) renter

le rez-de-chaussée

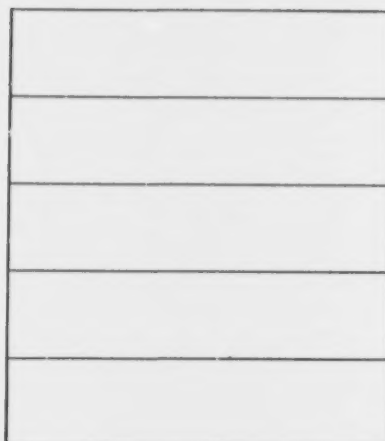
the first floor
the ground floor

The French way of counting floors in a building is something that often manages to confuse even the seasoned veterans of language study.

étage

(m) floor or story of a building
(other than the first)

UNIT 24



le _____

le _____

le 2^{ème} étage

le premier étage

le rez-de-chaussée

Voici un bâtiment qui a 4 étages. Ce n'est pas le bâtiment Chrysler, c'est le bâtiment Michalski.

Fill in the blanks next to the top two floors.

au rez-de-chaussée

on the first floor
on the ground floor

au premier étage

on the second floor

Traduisez les phrases suivantes en anglais:

1. Au rez-de-chaussée il y a 6 boutiques.
2. Au premier étage il y a 2 boutiques et 3 bureaux.
3. Au deuxième étage il y a 2 fois plus de bureaux qu'au premier.
4. Au troisième étage il y a 3 appartements et deux fois moins de bureaux qu'au deuxième.

UNIT 24

5. Au quatrième étage il y a un appartement de plus qu'au troisième et un bureau de moins qu'au premier.

QUESTIONS:

Répondez en français aux questions suivantes:

1. Combien de bureaux est-ce qu'il y a dans le bâtiment Michalski?
2. Est-ce qu'il y a plus d'appartements que de bureaux dans le bâtiment?
3. Est-ce qu'il y a des boutiques au deuxième étage.
4. A quels étages est-ce qu'il n'y a pas d'appartements?
5. Est-ce qu'il y a autant d'appartements que de bureaux au troisième étage.
6. Comment dit-on "as many" en français?

louer

le loyer

to rent, to lease, to rent out

the rent

Mademoiselle Michalski est propriétaire d'un bâtiment.
Elle loue des appartements, des bureaux et des boutiques.

Miss Michalski owns a building. She leases (rents out) apartments, offices and shops.

When people are advertising apartments for rent, houses for sale, etc. here is how the signs and ads read.

UNIT 24

appartement à louer
maison à vendre

apartment for rent
house for sale

Est-ce que vous avez un appartement à louer ?

Do you have an apartment for rent?

Il y a un appartement à louer en face de chez moi.

There's an apartment for rent across the street from my place.

Mademoiselle Michalski a des appartements à louer.
Elle les loue à un prix raisonnable.

Miss Michalski has (some) apartments for rent. Her rents are reasonable. (She rents them at a reasonable price.)

As part of this lesson your teacher will give you a dictation. Use the space below for the dictation and, if you wish, to make a separate list for the new vocabulary.

UNIT 24

As another part of this lesson you'll hear about a woman named Betty who is looking for an apartment. Your teacher will give you some information about her so that you might have a better idea what she's like.

Comment est Betty?

What's Betty like?

Comment est-il?

What's he like?

Je ne sais pas comment ils sont.

I don't know what they're like.

You can use the space below to write down this information.

UNIT 24

Appartement numéro 1

- loyer, 900 dirhams
- elle doit payer 500 dirhams à Simsar
- 2 pièces
- calme
- à 5 minutes de marche du lycée
- il y a plusieurs familles françaises dans l'immeuble
- 4ème étage

Appartement numéro 2

- loyer 600 dirhams
- une pièce sur le toit
- elle dispose de la terrasse
- à 30 minutes de marche de l'école
- un volontaire habite au rez-de-chaussée

Appartement numéro 3

- loyer 800 dirhams
- elle doit verser une caution de 800 dirhams
- 5ème étage, sans ascenseur
- 2 pièces
- à 30 minutes de marche de l'école
- beaucoup de bruit
- professeur marocain dans l'immeuble qui enseigne l'arabe dans le même lycée qu'elle.

Appartement numéro 4

- loyer 1100 dirhams
- elle doit partager avec une anglaise (donc loyer 550 dirhams)
- 3 pièces
- premier étage

UNIT 24

-grand jardin

-calme

-à 20 minutes de marche de l'école

On this and on the previous page you can see information about the four apartments Betty has found. She must now decide which one she'll take. Since you have an idea what Betty is like you'll now have the opportunity to discuss which one, in your opinion, best suits her.

To help you better carry out this kind of discussion your teacher will give you some appropriate vocabulary and expressions. Use the space below for writing down those that will best help you.

UNIT 24

Additional notes and vocabulary

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UNIT 25

SALLY WAS IN MOROCCO FOR ONE WEEK:

Sally était au Maroc pendant une semaine.

j'étais
tu étais
il (elle) (on) était
nous étions
vous étiez
ils (elles) étaient

I was, I used to be
you were, you used to be

This is a new verb tense called "l'imparfait".

pendant

This means "for" when you're dealing with time expressions such as "for three years", "for two minutes", etc. In these cases "pendant" means "during" as well as "for".

J'étais à Munich pendant la fête de la bière.
Nous étions à Munich pendant deux semaines.

TWO WEEKS AGO:

il y a deux semaines

UNIT 25

Où étiez-vous il y a deux semaines?
Il y a deux semaines j'étais à Boston.

Where were you two weeks ago?
Two weeks ago I was in Boston.

Traduisez en français les phrases suivantes:

1. Three years ago we weren't in Morocco.
2. Two days ago they were in Brattleboro.
3. She was here a month ago.
4. He was here for three months.

WHEN SALLY WAS IN MOROCCO, SHE BOUGHT A RUG:

Quand Sally était au Maroc, elle a acheté un tapis.

Sally a acheté un tapis.

Sally bought a rug.

or

Sally has bought a rug.

We're looking here at a verb tense called the "passé composé". This tense, as we've just seen, has two English translations.

To be sure, we're only looking at one specific part of the "passé composé" but, for the time being, we'll say that you have to put two components together to form this tense: the verb "avoir" and a past

UNIT 25

participle.

When we say "elle a acheté un tapis" that's exactly what we're doing.

j'ai	
tu as	
elle (il) (on) a	acheter → acheté
nous avons	
vous avez	
elles (ils) ont	

"Acheter" is, of course, the infinitive. "Acheté" is its past participle. They are both pronounced the same way.

j'ai acheté
tu as acheté
il (elle) (on) a acheté
nous avons acheté
vous avez acheté
ils (elles) ont acheté

Verbs that follow precisely the same pattern as the one we've just seen include, but are certainly not limited to, the following:

traverser	montrer	rencontrer
chercher	quitter	voyager
regarder	continuer	chanter
louer	écouter	téléphoner
discuter	payer	tourner
parler	étudier	danser

UNIT 25

To make questions with "Sally a acheté un tapis" we can do what we've done in other such cases.

Est-ce que Sally a acheté un tapis?

Did Sally buy a rug?
Has Sally bought a rug?

Où est-ce que Sally a acheté un tapis?

Quand est-ce que Sally a acheté un tapis?

Pourquoi est-ce que Sally a acheté un tapis?

Qu'est-ce que Sally a acheté?

What did Sally buy?
What has Sally bought?

Traduisez en français:

1. Did he sing?
2. Have you studied Arabic?
3. Did you pay?
4. What did you sing?

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UNIT 25

NEGATION:

Sally n'a pas acheté de tapis.

Sally didn't buy a rug.
Sally hasn't bought a rug.

On n'a pas discuté le problème.

We didn't discuss the problem.
We haven't discussed the problem.
The problem hasn't been discussed. (passive voice)

Vous n'avez pas traversé la rue.

You didn't cross the street.
You haven't crossed the street.

Je n'ai pas étudié la leçon.
Je n'ai pas cherché de dictionnaire.

Give English equivalents for the two sentences above.

When do you have "de" after a negative verb and when do you have the definite article?

UNIT 25

J'ai parlé à Nancy.

I talked to Nancy.
I've talked to Nancy.

Je lui ai parlé.

I talked to her.
I've talked to her.

J'ai parlé à Hassan.

Je lui ai parlé.

J'ai cherché le dictionnaire.

I looked for the dictionary.
I've looked for the dictionary.

Je l'ai cherché.

I looked for it.
I've looked for it.

J'ai regardé le programme.

Je l'ai regardé.

UNIT 25

Je ne lui ai pas parlé.

How many different translations of the above sentence can you find?

I listened to him.

I have listened to him.

One French sentence will translate both of the above sentences. What is it?

1.

We didn't sing the song.

We haven't sung the song.

Give the one French sentence that will translate both of the above.

1.

UNIT 25

fois (f) time

la prochaine fois	the next time
la première fois	the first time
la dernière fois	the last time
encore une fois	one more time (once again)

dans les années 60	in the 60's
dans les années 20	in the 20's

Quels sont vos projets?

What are your plans?

Est-ce que vous avez des projets pour le week-end?

Do you have plans for the weekend?

UNIT 25

Traduisez en français.

1. When were you in San Francisco?
2. Before coming here I was in Nashville.
3. I gave him some bread and some water but no jam.
4. They aren't going to study tonight.
5. I met a man who speaks five languages.
6. I left Madrid two years ago. (use "quitter")
7. We ate some grapes.
8. I rented an apartment that costs more than 1,000 dirhams a month.
9. I think they were in Mali for 3 or 4 years.
10. In the 50's Elvis Presley was very popular.

UNIT 25

Use the space below for a dictation you'll be doing in class

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UNIT 25

Additional notes and vocabulary

UNIT 26

Here are some texts you're going to work on in class.

Texte numéro 1:

Bill est de San Francisco. Il a étudié l'arabe quand il était à Alger en 1974. Il a passé trois mois en Algérie.

Texte numéro 2:

Susan et Cécile sont de Boston. Elles ont étudié l'espagnol quand elles étaient à Madrid en 1977. Elles ont passé six mois en Espagne.

Texte numéro 3:

Mary et Allen sont de Laconia. Ils ont étudié le haoussa quand ils étaient à Niamey en 1981. Ils ont passé sept mois au Niger.

Texte numéro 4:

Anne est de Chicago. Elle a étudié le japonais quand elle était au Japon en 1974. Elle a passé huit mois à Tokyo. Elle connaît très bien Tokyo.

Combien de temps

how much time

Combien de temps est-ce que vous avez passé au Niger?

How much time did you spend in Niger?

Vous avez pris l'avion pour aller en Asie.

You took the plane to go to Asia.

UNIT 26

Up to now you've only seen "er" verbs in the "passé composé". Now we have "prendre" conjugated in this tense.

On a pris le train.

We took the train.

As you probably recall, "apprendre" and "comprendre" are both irregular and conjugated like "prendre". Their past participles are also similar.

Give French equivalents for the following.

1. She has understood.
2. I didn't understand.
3. Who has learned the lesson?

In unit 25 we saw a series of verbs that use "avoir" and a past participle to form the "passé composé". You probably surmised that the "passé composé" is usually used to describe a specific event, done once, at a particular time in the past. "Sally a acheté un tapis", "Il a chanté hier soir", etc.

We're now going to look at another set of verbs which, although they are put into the "passé composé" in a different way, express a past event in the same manner.

je suis allée

je suis allé

elle est allée

il est allé

(f) I went
I have gone

(m) I went
I have gone
she went
she has gone

elles sont allées ils sont allés

Obviously, some things are done differently with these "passé composé" verbs than with those we looked at in unit 25.

- 1) These verbs use the verb "être" rather than "avoir".
- 2) These past participles must agree in gender and number with the subject.
- 3) Verbs that are conjugated with être in the "passé composé" are intransitive; they do not take a direct object.

When putting a verb into the "passé composé" you must, then, use either the present tense of "avoir" or of "être" (the auxiliary verb) plus a past participle.

How do you know which verbs use "être" and which ones don't? There are numerous devices people have come up with to try and help learners of French to choose the correct auxiliary.

The verbs "to be born" and "to die" are both conjugated in the "passé composé" with "être".

il est né elle est née il est mort elle est morte
--

Between birth and death verbs that deal with "the comings and goings of life" are conjugated in the "passé composé" with "être". This is only a general guideline. Exceptions to this would be "quitter" which means to leave but which takes "avoir" as its auxiliary and "rester" which means to stay but which takes the auxiliary "être". As a broad rule, however, it isn't bad.

A comprehensive list of verbs that use "être" can be had by using a device called "Mrs. Vandertramp". Each initial of this woman's highly fictional name represents the first letter of a verb that uses "être" in

UNIT 26

the "passé composé".

m monter

r rentrer

s sortir

v venir (revenir) (devenir)

a aller

n naître

d descendre

e entrer

r retourner

t tomber

r rester

a arriver

m mourir

p partir

The following text is incomplete and your teacher will dictate the entire text to you in class which will allow you to fill in the blanks.

___ janvier ___ Anne était à Chicago.

___ février elle est _____.

Elle est _____ au Japon en _____.

Elle est _____ à Tokyo _____ elle a étudié le

_____.

UNIT 26

Elle est _____ au Japon _____ huit _____ mais

elle n'est pas _____ à Hiroshima.

Fin septembre elle est _____ Etats-Unis.

We will now look at reflexive verbs in the "passé composé". These verbs will always use "être" but the question then remains as to where we'll put the reflexive pronouns.

Je me lave.

Je me suis lavé(e).

Tu te laves.

Tu t'es lavé(e).

Il (elle) (on) se lave.

Il s'est lavé. Elle s'est lavée.

Nous nous lavons.

Nous nous sommes lavés (lavées).

Vous vous lavez.

Vous vous êtes lavé(e)(s).

Ils (elles) se lavent.

Ils se sont lavés.

Elles se sont lavées.

D'habitude je me couche tôt mais hier soir
je me suis couché(e) à deux heures du matin.

Usually I go to bed early but last night I went to
bed at two in the morning.

What is the difference between "Vous vous êtes lavé" and "Vous vous êtes lavés"?

The following text will be worked on in class.

TEXTE: Driss Chraïbi

Driss Chraïbi est né en 1926 à El Jadida où son père était commerçant.

Il a fait ses études secondaires à Casablanca puis en 1946 il est parti en France pour continuer ses études en chimie. Un an plus tard il s'est

UNIT 26

marié avec une actrice française. Chraïbi a exercé plusieurs métiers: ingénieur-chimiste et journaliste pour des revues marocaines et à la radio française. En 1954 il a écrit son premier roman Le Passé Simple. Il a ensuite publié d'autres livres tous les deux ou trois ans. Dans plusieurs romans, il s'est intéressé à la situation des travailleurs marocains en France.

MINI-DIALOGUE:

This is a conversation between two good friends. Aïcha is telling Najia about a party she went to last night.

Dis donc!

This is a common expression used among friends to whom you say "tu". It is very hard to find a translation for it as it can be said in many different contexts. "Come on", "Hey", "Look here", and "Look at that" are among the possible translations.

Qu'est-ce qui s'est passé?

What happened?

This is the "passé composé" version of "Qu'est-ce qui se passe". "Qu'est-ce qui" is "what" as the subject of a verb.

Qu'est-ce qui est intéressant?

What's interesting?

Qu'est-ce qui est drôle?

What's funny?

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UNIT 26

Qu'est-ce qui vous intéresse?

What interests you?

Normally, when you use the verb "s'amuser" you use "bien" after it. In the present tense that gives us:

Je m'amuse bien.

I'm having a good time.
I have a good time.

On ne s'amuse pas toujours.

We don't always have a good time.

In the past this gives us:

On s'est bien amusé.

We had a good time.

Je me suis très bien amusé.

I really had a good time.

To express approximate numbers we have this device in French.

une dizaine	about ten
une quinzaine	about fifteen
une vingtaine	about twenty

UNIT 26

Mini-dialogue

Najia : Dis donc, raconte! Qu'est-ce qui s'est passé hier soir?

Aïcha : C'était une soirée super! On s'est vraiment bien amusé.

Najia : Ah bon! Qu'est-ce que vous avez fait?

Aïcha : On était une dizaine d'amis. On a chanté, on a dansé, on a bien mangé et bien bu. Je me suis couchée à quatre heures du matin.

Najia : Et à quelle heure est-ce que tu t'es réveillée?

Aïcha : J'ai fait la grasse matinée jusqu'à midi.

UNIT 26

Additional notes and vocabulary

UNIT 27

The following text will be used in class.

Monsieur Abdou a vingt élèves dans sa classe d'histoire. Il y a trois semaines, il a donné un examen. Tous les élèves étaient présents. Hier Monsieur Abdou a rendu les examens à sa classe. Les élèves sont notés sur 20; pour réussir à l'examen il faut avoir la moyenne, c'est-à-dire, 10 ou plus de 10. Voici les résultats:

Jamila a eu $\frac{19}{20}$ (appréciation du professeur: excellent).

Trois élèves ont eu $\frac{16}{20}$ (appréciation: très bien).

Quatre élèves ont eu $\frac{5}{20}$ (appréciation: insuffisant).

Les autres ont eu entre $\frac{10}{20}$ et $\frac{15}{20}$ (appréciation: bien, assez bien ou passable)

UNIT 27

Plusieurs élèves ont 16.

Several students have 16.

Aucun élève n'a 20.

No student has 20.

Aucun élève ne part.

No student is leaving.

Traduisez en français:

1. Several cars are red.
2. How many cars does he have?
3. No car is green.
4. Several students are absent.
5. No student knows the answer.

La plupart des élèves ont au moins 15.

Most of the students have at least 15.

UNIT 27

La plupart du temps c'est moi qui fais la cuisine.

Most of the time it's me who does the cooking.

La plupart de la leçon est comprise.

Most of the lesson is understood.

Traduisez en français:

1. Most of the teachers are in town.
2. Most of the cars are in good shape. (en bon état)
3. Most of the students in Morocco have examinations in June.
4. Most of my papers are corrected.
5. Most of the tourists bought rugs.

passer un examen	to take a test
réussir à un examen	to pass a test
échouer à un examen	to fail a test
avoir la moyenne	to get a passing mark

environ	approximately, about
à peu près	" "

UNIT 27

J'ai passé environ quinze jours à Paris.

I spent about two weeks in Paris.

en

Up to now we've seen this word in expressions like "en classe", "en ville", "en Algérie" etc.

Here is a new use:

J'ai deux voitures.

I have two cars.

J'en ai deux.

I have two.

In English "I have two" is a complete sentence. In French you need the "en". You're literally saying "I have two of them".

Transform the following sentences according to this model.

- | | |
|-------------------------------|------------------------|
| 1. Nous avons cent dirhams. | 1. Nous en avons cent. |
| 2. Elle n'a pas trois stylos. | 2. |
| 3. Qui a trois pièces? | 3. |
| 4. On a cinq kilos de viande. | 4. |

"En" has still another use. We've just seen how it's used to replace a noun that's modified by a number; now we'll see that it can be used in such sentences as "I have some", "She has some", "Do we have any", etc.

UNIT 27

Vous avez des livres.
Vous en avez.

You have some books.
You have some.

Il a du pain.
Il en a.

Il n'a pas de pain.
Il n'en a pas.

He doesn't have any bread.
He doesn't have any.

On a de la bière.
On en a.

Il y a des pommes.
Il y en a.

In all of these examples "en" is replacing two different things in the sentence. What are they?

You can also incorporate an expression of quantity into the above sentences.

Avez-vous plusieurs bouteilles?
Oui, j'en ai plusieurs.

A-t-elle beaucoup de classes?
Non, elle n'en a pas beaucoup.

Here "en" is only replacing the noun.

"En" can also be used with "vouloir". It can, in fact, be used with

UNIT 27

many different verbs.

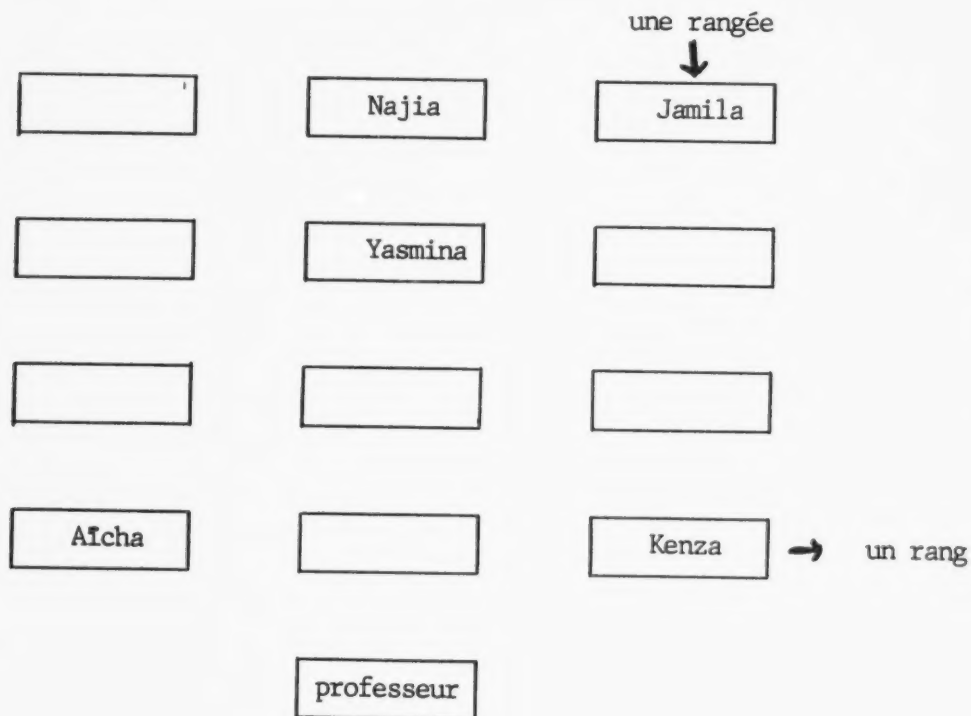
Je veux cinq pommes.

J'en veux cinq.

Combien de pommes voulez-vous?

Combien en voulez-vous?

You will use the following seating chart in class.



UNIT 27

You'll be asked to prepare a dialogue as part of this lesson. It will be between a customs official and a tourist. The tourist is, of course, trying to smuggle something into the country. Here are some of the vocabulary words you might need.

J'en ai.

Je n'en ai pas.

le douanier

Qu'est-ce que vous avez à déclarer?

Je n'ai rien à déclarer.

fouiller

cacher

dire la vérité

mentir

I have some.

I don't have any.

customs official

What do you have to declare?

I have nothing to declare.

to frisk, to search

to hide

to tell the truth

to lie

UNIT 27

TEXTE:

Il existe au Maghreb une grande variété de tapis. Quelques-uns portent le nom de la tribu qui les fabrique, d'autres le nom de la ville où ils sont faits. On peut les diviser principalement en deux sortes : les tapis arabes avec des motifs orientaux très compliqués, et les tapis berbères, beaucoup plus simples et en ce sens plus modernes.

C'est au Maroc que les tapis berbères sont les plus intéressants. La plupart sont des tapis "de haute laine". On les appelle ainsi parce que les morceaux de laine ne sont pas rasés. Les Berbères les utilisent pour se protéger du froid dans les montagnes du Haut-Atlas. Le Chichaoua et le Zaïan sont les plus connus.

D'après "Le Monde Francophone"

E. de Maynadier

Exercices

1. Pouvez-vous dire d'une autre façon :

Il existe au Maghreb une grande variété de tapis.

2. Complétez le tableau suivant :

Quelques tapis	<u>Quelques-uns</u>
Quelques pays	_____
Quelques villes (f)	_____

UNIT 27

3.	<u>Adjectif</u>	<u>Adverbe</u>
	principal(e)	principalement
	spécial(e)	spécialement
	lent(e)	lentement
	rapide	rapidement

Pouvez-vous continuer cette liste d'adjectifs et d'adverbes?

_____	_____
_____	_____
_____	_____
_____	_____

4. Oriental = singulier ; Orientaux = pluriel

Connaissez-vous d'autres adjectifs ou noms qui ont ce pluriel irrégulier?

5. Répondez aux deux questions suivantes :

-Dans quel pays est-ce que les tapis berbères sont les plus intéressants?

C'est _____.

-Dans quel pays est-ce que les appareils photos sont les meilleurs?

Posez une autre question sur ce modèle et répondez.

UNIT 27

6. Traduisez en anglais :

On les appelle _____

Traduisez en français :

They are sold _____
(do not use "ils" or "elles")

7. Trouvez les questions correspondant aux réponses suivantes :

_____ ?

Le Chichaoua et le Zaïan sont les tapis les plus connus.

_____ ?

Marrakech et Fès sont les villes les plus visitées.

8. Ecrivez 3 questions sur le texte.

UNIT 27

Additional notes and vocabulary

UNIT 28

In unit 24 we saw the expressions "appartement à louer" and "maison à vendre". In this unit one of the things we're dealing with is the expression for "things to do".

choses à faire

Amine va partir aux Etats-Unis dans une semaine. Il y a huit jours il a écrit une "liste de choses à faire". Ce sont des choses qu'il doit faire avant de partir.

Voici sa liste. Vous allez la travailler en classe.

1. vendre stéréo
2. remplir papiers assurance
3. répondre lettre grand-mère
4. voir docteur
5. lire guide U.S.A.
6. dire au revoir Georges
7. rendre livre bibliothèque
8. se renseigner tarifs, Greyhound
9. écrire ambassade
10. mettre clés chez Ahmed
11. finir travail lycée
12. déposer chèque
13. faire lessive
14. aller chercher billet d'avion

UNIT 28

ALREADY - NOT YET:

déjà

pas encore

Sally a déjà acheté un tapis.

Amine n'est pas encore allé aux Etats-Unis.

Sally n'est pas encore allée en Italie.

Est-ce que vous avez déjà étudié l'arabe?

Il ne s'est pas encore couché.

Qu'est-ce que vous avez déjà fait?

Qu'est-ce qu'elle doit faire avant de partir?

UNIT 28

Traduisez les phrases précédentes en anglais s'il vous plaît.

By working with Amine's list of things to do you've also been working with a series of verbs some of whose past participles are irregular.

The following list of verbs will be studied in class. You'll be looking at their irregular past participles and be using them as the basis for a game. These verbs are conjugated in the verb index.

rendre
vendre
attendre
entendre
répondre

voir
boire
lire

choisir
remplir
finir

dire
écrire
comprendre
apprendre
prendre
mettre

UNIT 28

Give at least three translations for the following French sentence.

On a déjà répondu à la lettre.

1. _____ (passive voice)
2. _____
3. _____

UNIT 28

Additional notes and vocabulary

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UNIT 29

Je cherchais votre numéro quand vous m'avez téléphoné.

I was looking for your number when you called me.

Il écoutait la radio quand le réveil a sonné.

He was listening to the radio when the alarm went off.

Nous lisions l'Opinion quand ils sont arrivés.

We were reading l'Opinion when they arrived.

Vous vous amusiez bien quand je suis entré.

You were having a good time when I came in.

Ils m'attendaient quand j'ai frappé à la porte.

They were waiting for me when I knocked on the door.

In each of the above examples there are two different French tenses. The "passé composé" is, in all five sentences, the second tense; the first is the "l'imparfait" (imperfect).

In these examples the imperfect is describing what was going on when a particular event happened. The imperfect, in French, is used when in English we would use "was" or "were" with the "ing" form of the verb. This is, however, only one of its uses.

To illustrate this use of the imperfect we'll look at a text but before doing that let's get a better idea of how we form this tense. To do so we need two components - a stem and a series of endings we add on to the stem.

UNIT 29

The following is a list of the imperfect endings.

je _____ ais
tu _____ ais
il _____ ait
elle _____ ait
on _____ ait
nous _____ ions
vous _____ iez
ils _____ aient
elles _____ aient

The endings "ais", "ait" and "aient" are all pronounced the same.

je <u>cherchais</u>
tu <u>cherchais</u>
il (elle) (on) <u>cherchait</u>
nous <u>cherchions</u>
vous <u>cherchiez</u>
ils (elles) <u>cherchaient</u>

"Cherch" is the stem for the verb "chercher".

je prenais
tu prenais
elle (il) (on) prenait
nous prenions
vous preniez
elles (ils) prenaient

"Pren" is the stem for the verb "prendre".

What then is the rule for finding the stem of a verb if you want to express it in the "l'imparfait"? - 243 -

UNIT 29

The stem for all verbs (être is the only exception) is found by taking the first person plural of the present tense and doing the following:

~~nous cherchons~~

~~nous prenons~~

That's how you get the stem for the imperfect.

Conjugate the following in the imperfect:

acheter

faire

écrire

Give French equivalents for the following:

1. Peter was buying a rug when I saw him.
2. We were cooking when she arrived.
3. I was taking a shower when the phone rang.
4. Who was talking when the director came into the class?

UNIT 29

TEXTE:

Madame Ben Moussa, Mrs. Olsen et Monsieur Sebti sont professeurs au Lycée Mohammed V. Madame Ben Moussa enseigne l'histoire, Mrs. Olsen, l'anglais et Monsieur Sebti, les mathématiques.

Hier, Madame Ben Moussa a enseigné à sa classe un chapitre d'histoire africaine. Elle a expliqué que le Maghreb s'est développé grâce au commerce de l'or entre l'Afrique de l'Ouest et l'Afrique du Nord. Elle a montré sur la carte la route utilisée par les caravanes chargées de ce métal précieux. Les élèves ont pris des notes.

Your teacher will use this texte to ask you a series of questions that will put into practice the use of the imperfect that we have just looked at. Use the rest of this page for notes if you wish.

UNIT 29

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UNIT 29

Another use of the imperfect is when you are telling someone what "you used to do" or when you're stressing habitual or customary action in the past.

Quand j'étais jeune je jouais souvent à cache-cache.

When I was young I played hide and seek a lot. (often)

Quand ils habitaient à El Jadida ils allaient à la plage le dimanche.

When they lived in El Jadida they used to go to the beach on Sundays.

Nous lisions l'Opinion, mais maintenant nous lisons Maroc Soir.

We used to read l'Opinion, but now we read Maroc Soir.

Avant, on s'amusait bien ici.

We used to have a good time here.

Pendant longtemps aux Etats-Unis les femmes ne votaient pas.

Women didn't vote in America for a long time.

Quand j'étais jeune je dansais beaucoup.

When I was young I used to dance a lot.

UNIT 29

Verbs which express a state or condition are normally used in the imperfect (almost never in the "passé composé"). These verbs, such as:

être	croire
avoir	penser
vouloir	désirer
pouvoir	espérer
devoir	savoir

generally represent an idea of duration -- a thought or sentiment which has continuity over a period of time.

This explanation about verbs which express a state or condition is taken from a training manual written in 1978 by David Bellama.

Anne voulait aller au Japon.

Anne wanted to go to Japan.

Sally voulait acheter un tapis.

Sally wanted to buy a rug.

A l'université je n'avais pas souvent envie de travailler.

In college I often didn't feel like working.

Pendant longtemps aux Etats-Unis les femmes ne pouvaient pas voter.

Women couldn't vote in America for a long time.

UNIT 29

Il y a longtemps on croyait que la terre était plate.

A long time ago people thought the world was flat.

Pouviez-vous parler français il y a 5 ans?

Were you able to (Could you) speak French 5 years ago?

Je croyais que Jim venait à 3 heures.

I thought (that) Jim was coming at 3 o'clock.

Je savais qu'elle était absente.

I knew (that) she was absent.

Je le savais.

I knew it.

En 1500 il y avait beaucoup d'Indiens en Amérique.

In 1500 there were lots of Indians in America.

Quand elle était petite elle devait se coucher tôt.

When she was young (little) she had to go to bed early.

J'avais faim.

I was hungry.

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UNIT 29

Another use of the imperfect is to describe someone or something in the past.

Hier j'ai vu Hassan. Il avait l'air fatigué.

Yesterday I saw Hassan. He looked tired.

Quand elle avait 8 ans elle avait les cheveux blonds et elle était mignonne.

When she was 8 she had blond hair and she was cute.

Je suis allé(e) voir un film où il y avait trop de violence.

Nous sommes allés à Marrakech. Malheureusement il pleuvait.

There is one new negation in this unit.

ne....plus

no longer, not any more

Je n'habite plus en Espagne.

I don't live in Spain any more.
I no longer live in Spain.

UNIT 29

Il n'y a plus de pain.

We're out of bread.
There is no more bread.

Il fumait un paquet de cigarettes par jour mais
maintenant il ne fume plus.

He used to smoke a pack of cigarettes a day but
now he doesn't smoke any more.

UNIT 29

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SITUATION DES FEMMES AUX ETATS-UNIS

AUJOURD'HUI

1900

- | | |
|--|---------------|
| 1. Les femmes peuvent voter. | 1. |
| 2. Les femmes peuvent voyager seules. | 2. |
| 3. Les femmes peuvent fumer. | 3. |
| 4. Beaucoup de femmes font des études avancées à l'université. | 4. Peu de.... |
| 5. Certaines femmes font de la politique. | 5. Peu de.... |
| 6. Les femmes peuvent en principe décider quand elles veulent des enfants. | 6. |
| 7. Pas mal de femmes choisissent une carrière. | 7. Peu de.... |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

UNIT 29

The exercise below will be done in class. You may use your dictionary.

Pendant longtemps aux Etats-Unis, les femmes ne pouvaient pas voter et elles n'avaient pas beaucoup de _____. _____ de femmes écrivaient et quelquefois elles _____ des pseudonymes (pen-names). Les hommes, dans l'ensemble, _____ que la place de la femme était à la maison. Quand certaines femmes ont réagi _____ cette tradition, les hommes ont manifesté leur _____. Cependant, des femmes _____ Susan B. Anthony et Elizabeth Stanton savaient qu'elles devaient continuer. Elles voulaient obtenir l'_____ entre les hommes et les femmes.

UNIT 29

SPECIAL LESSON - "PHOTO-HISTOIRE"

This is the third in the series of four special lessons using photographs.

This time you will have the opportunity to relate a specific event in the life of your "character". This might be something that s/he found very beautiful or touching; it might be something that happened to him/her that left a lasting impression. You will have a great deal of latitude in choosing this event.

UNIT 29

SPECIAL LESSON - ADDITIONAL NOTES AND VOCABULARY

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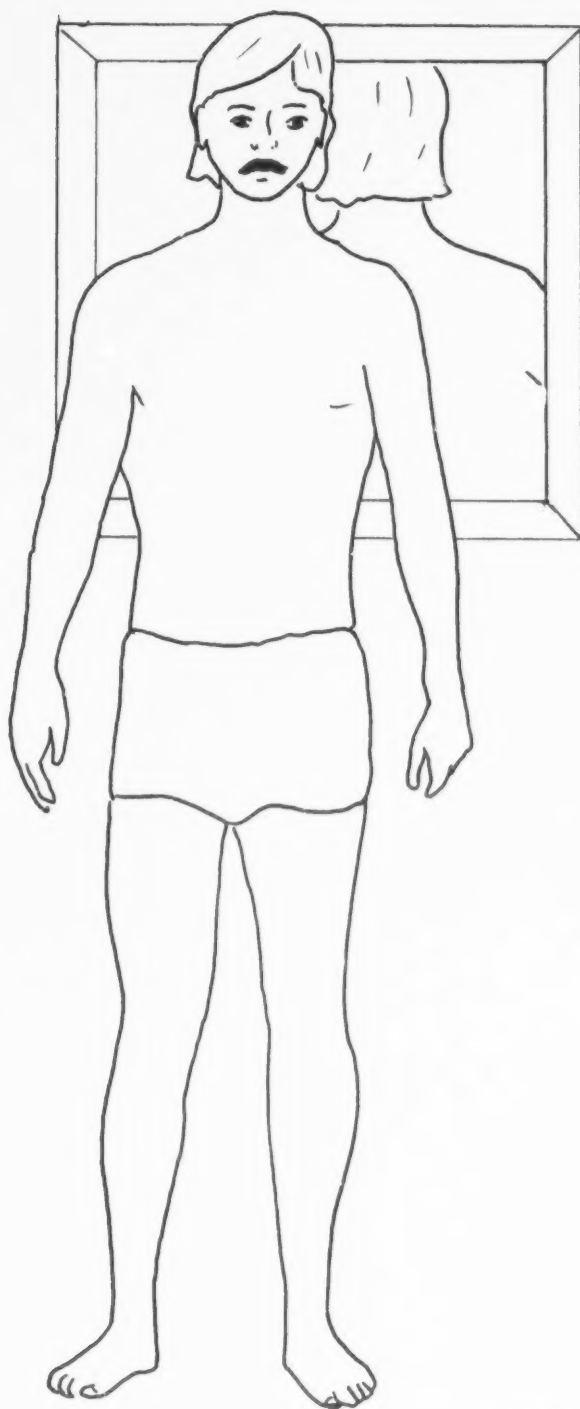
UNIT 29

Additional notes and vocabulary

UNIT 30

In this lesson you'll be using T.P.R. to learn some of the vocabulary for the parts of the body. The drawing on the next page can be used if you want to label parts.

Also in class you'll study a series of idiomatic expressions that use parts of the body. Use the rest of this page to write them down if you'd like.



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UNIT 30

J'ai mal à la tête.

I have a headache.

J'ai mal au dos.

My back hurts.

"Avoir mal à" followed by a part of the body is the way you express the idea that something is hurting you.

Où est-ce que vous avez mal?

Where does it hurt?

Cela fait très mal.

That really hurts.

Cela ne fait plus mal.

That doesn't hurt any more.

MINI-DIALOGUE:

This is a conversation between a doctor and a man named John. John has a very bad headache.

The verb "arriver" means to arrive or to get some place. It has several special uses which we're going to look at here.

Qu'est-ce qui vous arrive?

What's wrong with you?
(What's happening to you?)

UNIT 30

In the "passé composé" this would be:

Qu'est-ce qui vous est arrivé?

What happened to you?
What has happened to you?

Qu'est-ce qui lui est arrivé?

What (has) happened to her (to him)?

J'arrive!

I'll be right there!

ça arrive!

that happens!

Cela m'est arrivé plusieurs fois.

That's happened to me several times.

Je n'arrive pas à

Je n'arrive pas à comprendre.

Elle n'arrive pas à trouver son billet.

I just can not.....

I just can not understand.

She just can not find her ticket.

UNIT 30

Here's another use of the word "si".

Il est fort. Il peut soulever 200 kilos.

He is strong. He can lift 200 kilos.

Il est si fort qu'il peut soulever 200 kilos.

He is so strong (that) he can lift 200 kilos.

Nous sommes intelligents. Nous pouvons tout faire.
Nous sommes si intelligents que nous pouvons tout faire.

ça ne fait rien.

That doesn't matter.
That makes no difference.

Write several sentences using the "si_____que" pattern we saw above.

UNIT 30

Mini-dialogue

Docteur : Bonjour, Jean, qu'est-ce qui vous arrive?

Jean : J'ai si mal à la tête que je n'arrive pas à dormir.

(Le docteur ausculte Jean.....et écrit une ordonnance.)

Docteur : Voici une ordonnance pour du "Plumal".

Jean : Combien est-ce que je dois en prendre?

Docteur : Un comprimé par jour pendant un mois. Mais attention, pas d'alcool pendant le traitement.

Jean : Ça ne fait rien. Je ne bois jamais d'alcool.

UNIT 30

Additional notes and vocabulary

UNIT 31

Quel temps faisait-il le 11 février?

Amsterdam	-2 C (28 F)	nuageux
Bangkok	20 C (68 F)	clair
Beyrouth	7 C (44 F)	pluie
Rabat	9 C (48 F)	clair
LeCaire	7 C (44 F)	nuageux
Mexico	9 C (48 F)	clair
Moscou	-6 C (21 F)	neige
Paris	7 C (44 F)	instable
Tokyo	0 C (32 F)	instable
Rio de Janeiro	18 C (64 F)	pluie

To describe what the weather was like on a given day in the past the imperfect is often used.

Il faisait beau hier.

The weather was fine yesterday.
It was a beautiful day.

Il pleuvait à Amsterdam.

It was raining in Amsterdam.

UNIT 31

As part of this lesson you and your classmates are going to pretend to be members of an organization which is currently holding a meeting in Rabat. In this role play you've all flown to this meeting from your respective countries (which will be assigned to you from the list of countries on the weather table) and, in class, you're going to relate what the weather was like before and during your flight, what your trip was like and what you saw, did, ate and drank during your flight.

The way you tell the story, however, will be influenced by the kind of person you are. To assure a variety of different kinds of people you will all be assigned a character trait which you must try and incorporate into the way you relate your trip. Your classmates will try and guess what kind of person you are, i.e., what your character trait is, by your way of telling the story.

Supplementary vocabulary for this role play includes:

décoller
atterrir
un vol
une hôtesse de l'air

Of crucial importance here will be the verb tense you choose when relating something in the past. You have two tenses to draw upon - the passé composé and l'imparfait.

The following description of the passé composé is taken from David Bellama's training manual.

WHEN TO USE THE PASSE COMPOSE AND WHEN TO USE THE IMPARFAIT.

The passé composé is generally used to describe a specific event, done once, at a particular time in the past.

Hier soir j'ai lu un bon livre.

Last night I read a good book.

UNIT 31

Samedi dernier nous avons joué au football.

Last Saturday we played football.

L'été dernier Georges est allé à Dakar.

Last summer George went to Dakar.

The time of the action need not always be defined and the action may even be of some duration but if it's clear that we're talking about having done or accomplished something then we will use the passé composé.

J'ai travaillé à Boston.

I worked in Boston.

It is not important when or for how long. I simply want to express that I have done it. The passé composé is appropriate here.

In unit 29 we saw a description of the various uses of the imperfect. To sum up:

1. "Was" or "were" with a verb in "ing" will be the imperfect. Therefore the imperfect is used to describe an action going on in the past which is interrupted by another action.
2. It is used to describe habitual, customary action in the past.
3. What you "used to do" requires the imperfect.
4. Verbs which express a state or condition are normally used in the imperfect.
5. It's used when you describe someone or something in the past.

UNIT 31

The following text will be worked on in class.

Mettez au temps voulu (présent, passé composé ou imparfait) les verbes entre parenthèses.

Aujourd'hui c' (être) _____ l'anniversaire d'un jour merveilleux pour Monsieur Diab. Il y a un an il (gagner) _____ 200 000 dirhams à la loterie nationale. Monsieur Diab (se souvenir) _____ très bien de ce jour-là : Il (se lever) _____ à 7 heures, puis il (aller) _____ à la "Maison Renault" de Casablanca où il (travailler) _____ comme ouvrier. Le bus (être) _____ bondé. Il (pleuvoir) _____ et Monsieur Diab (être) _____ découragé : il ne (aimer) _____ pas beaucoup son métier et il (trouver) _____ son salaire insuffisant. Il (arriver) _____ à l'usine à 8 h 30 et (commencer) _____ son travail. Pendant qu'il (réparer) _____ une voiture, un ami (téléphoner) _____ pour lui apprendre qu'il (être) _____ le gagnant de la loterie. Monsieur Diab ne (pouvoir) _____ pas le croire. Quand il (apprendre) _____ la nouvelle, il (retourner) _____ vite chez lui pour l'annoncer à

UNIT 31

sa famille. Il (pleuvoir) _____ toujours sur Casablanca mais
cela lui (être) _____ complètement égal. Le soir il (faire)
_____ des projets avec sa femme.

depuis

This word has at least two different meanings in English but the one we're dealing with here is "for".

- We've been here for two weeks.
- She's been studying German for two years.
- I've been in Morocco for six months.

All of the above sentences are expressed, in English, in a past tense. However, in any one of the above examples the action the verb is expressing started in the past and continues up to the present.

- We've been here for two weeks. (We're still here; we haven't left.)
- She's been studying German for two years. (This is an uninterrupted flow of action. She's still studying.)

Since the action of the verb moves in such an uninterrupted flow from a point of time in the past up to now the French prefer to express this idea by using the present tense and the word "depuis". They are literally saying "We are here for (since) two weeks" and "She studies (is studying) German for (since) two years".

Je parle français depuis six ans.

I've been speaking French for six years.

UNIT 31

Nous préparons ce repas depuis deux heures.

We've been preparing this meal for two hours.

Je lis mon journal depuis seulement dix minutes.

I've been reading my newspaper for only ten minutes.

Je le connais depuis sept ans.

I've known him for seven years.

QUESTIONS WITH "DEPUIS" :

Depuis combien de temps est-ce qu'il a une voiture?

How long has he had a car?

Ils sont allés en Chine il y a cinq mois.

Depuis quand sont-ils en Chine?

Ils sont en Chine depuis cinq mois.

Give English equivalents for the above three sentences.

1. _____
2. _____
3. _____

UNIT 31

The following text is missing some words or numbers. You will complete it in class by means of a dictation.

La _____ rurale au Maroc diminue très _____. En 1950, _____ des Marocains _____ en ville et _____ à la campagne. _____, 48% habitent en _____. Autrefois, la _____ des Marocains cultivaient la terre, _____ ils travaillent de plus en plus dans les _____ ou les bureaux. La population de Casablanca qui était de 20 000 _____ au début du siècle _____ maintenant 2 _____.

UNIT 31

Additional notes and vocabulary

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UNIT 32

The verb "réparer" means to repair. If you repair something yourself then you can use the following structure.

Je répare ma voiture moi-même.

I repair my car myself.

Vous réparez votre montre vous-même.

You repair your watch yourself.

"Lui-même" is himself. How would you say the following:

-ourselves _____

-herself _____

-oneself _____

-themselves (f) elles-mêmes

-themselves (m) eux-mêmes

If you are not personally capable of repairing something yourself then you have to have it done. To express this in French you have to have the verb "faire" followed by an infinitive.

Je fais réparer ma voiture.

Vous faites réparer votre montre.

I have (am having) my car repaired.
You have (are having) your watch repaired.

UNIT 32

In the previous examples the verb "faire" is conjugated in the present tense and followed by an infinitive. To express the same thing in the "passé composé" you would do this:

J'ai fait réparer ma voiture.

Vous avez fait réparer votre montre.

I had (have had) my car repaired.

You had (have had) your watch repaired.

All the previous examples have used the verb "réparer" after the verb "faire". It is, of course, possible to use verbs other than "réparer".

Je fais taper ma lettre.

I have (am having) my letter typed.

Elle fait corriger ses examens.

Nous faisons vérifier les freins.

Faites vérifier l'huile s'il vous plaît.

Have the oil checked please.

Elle fait faire une robe.

She's having a dress made.

UNIT 32

The following examples will have two infinitives in a row.

Je dois faire réparer le téléphone.

I have to get (have) the phone fixed.

Nous allons faire installer un chauffe-eau dans la salle de bain.

We're going to have a hot water heater hooked up (installed) in our bathroom.

J'aime faire porter ma valise.

I like to have my suitcase carried.

Est-ce qu'elle va faire faire une robe.

Is she going to have a dress made?

An expression that is used in this lesson is:

il manque

The verb **manquer** means to miss. The above expression is always used in the third person singular and always with the pronoun "il".

Il manque dix francs.

UNIT 32

The translation of the previous sentence would depend on the context in which it's said. It could be "Ten francs are missing" or "I'm short ten francs."

You will soon be looking at a list of things that are wrong with Mr. Roudani's house. In class you're going to discuss which repairs he is going to do himself, which ones he'll have done and which ones he'll let go.

laisser tomber

to drop, to let go

Il manque un carreau à la fenêtre.

A window pane is missing.

There's a window pane missing.

Il manque des rideaux à la fenêtre.

There are no curtains on the window.

Give French equivalents for the following:

1. She's having a necklace made.
2. She has a necklace.
3. She's making a necklace.
4. She had a necklace made.
5. She likes necklaces.
6. She's going to have a necklace made.

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UNIT 32

Les réparations possibles chez Monsieur Roudani sont:

- Salle de bains : -Il y a une fuite d'eau
Prix du plombier : 30 dirhams
-Le chauffe-eau ne marche pas. Il faut le remplacer.
Prix du chauffe-eau : 1 150 dirhams
Prix de l'installation : 200 dirhams
- Cuisine : -L'évier est bouché
Prix du plombier : 30 dirhams
- Salle de séjour : -Il manque un carreau à la fenêtre
Prix du carreau et de l'installation : 25 dirhams
- Chambre d'enfants : -Il y a une fissure au plafond. Quand il pleut, l'eau tombe dans la pièce. Il faut réparer la terrasse.
Prix de la réparation : 200 dirhams minimum
- Chambre des parents: -Il manque des rideaux à la fenêtre
Prix de la couturière : 80 dirhams
Prix de l'installation : 25 dirhams
- Travaux à l'extérieur de la maison : -La maison a besoin de peinture
Prix : 1 200 dirhams
-La grille d'entrée est cassée. Il faut la changer.
Prix : 650 dirhams, installation comprise.
-L'escalier qui monte à la terrasse est en mauvais état. Il faut refaire trois marches.
Prix : 200 dirhams

UNIT 32

Additional notes and vocabulary

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Il a mis le café
Dans la tasse
Il a mis le lait
Dans la tasse de café
Il a mis le sucre
Dans le café au lait
Avec la petite cuiller
Il a tourné
Il a bu le café au lait
Et il a reposé la tasse
Sans me parler
Il a allumé
Une cigarette
Il a fait des ronds
Avec la fumée
Il a mis des cendres
Dans le cendrier
Sans me parler
Sans me regarder
Il s'est levé
Il a mis
Son chapeau sur sa tête
Il a mis
Son manteau de pluie
Parce qu'il pleuvait
Et il est parti
Sous la pluie
Sans une parole
Sans me regarder
Et moi j'ai pris
Ma tête dans ma main
Et j'ai pleuré

UNIT 33

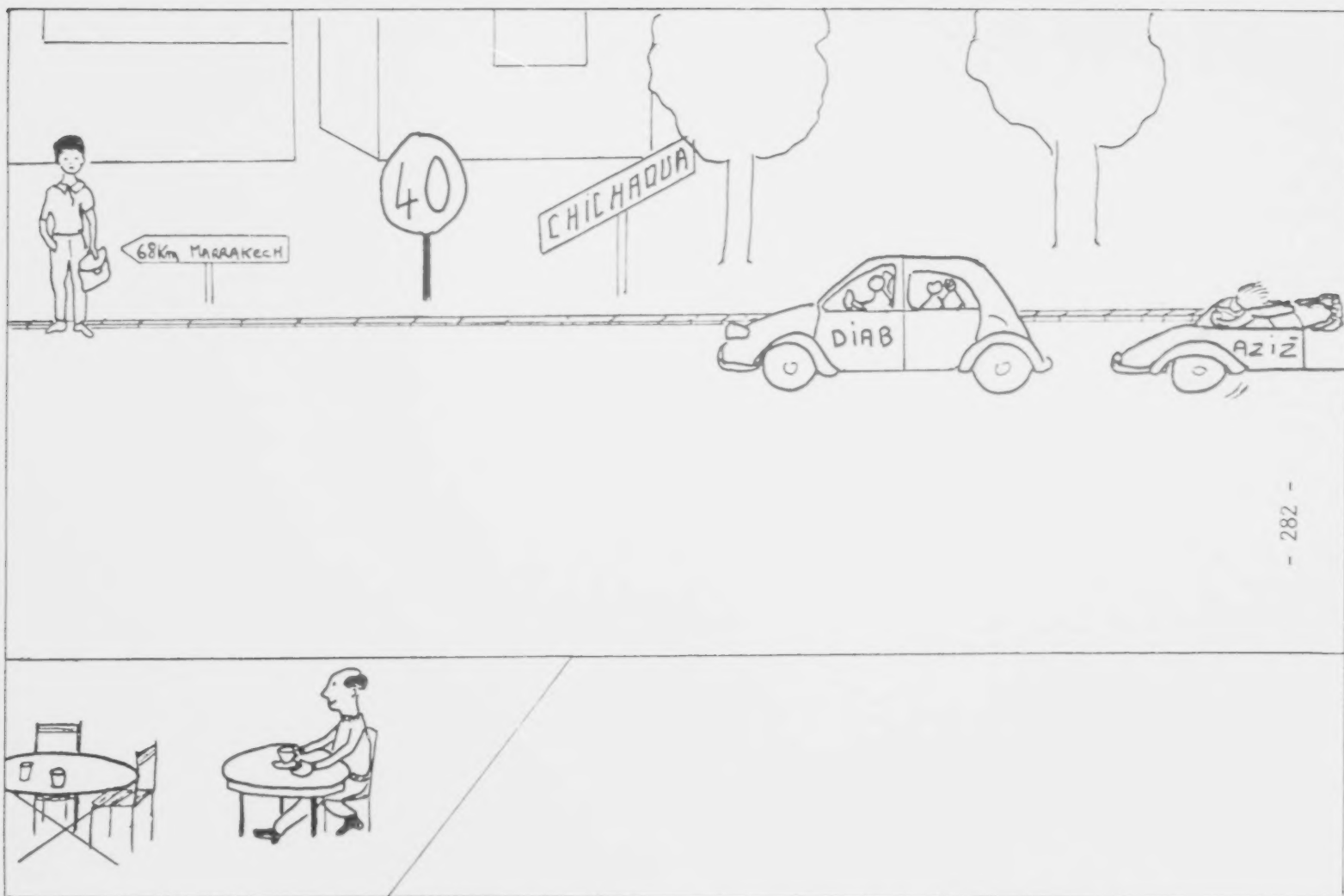
In this unit we'll be working with a poem by Jacques Prévert. In it there's an extensive use of the "passé composé" and some "l'imparfait".

After doing some introductory work on it in class you will have the opportunity to discuss it. Some supplementary vocabulary for this discussion is:

- une séparation, une rupture
- communiquer, la communication, le manque de communication
- ressentir un sentiment, une émotion
- triste, la tristesse
- être sensible (à) ≠ être insensible, froid, sec
- un automate
- être touché, ému

UNIT 33

Additional notes and vocabulary



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UNIT 34

The following seven sentences will be worked on in class.

1. Le lycéen regarde à droite et à gauche.
2. A droite il ne voit rien et à gauche il voit une voiture qui arrive lentement.
3. Il pense qu'il a le temps de traverser et commence à avancer.
4. Quand il est au milieu de la route, il entend quelqu'un qui crie "Attention!"
5. Il voit la voiture de Monsieur Aziz qui double la voiture de Monsieur Diab.
6. Il a peur, il hésite et recule.
7. Il est trop tard et la voiture de Monsieur Diab le renverse.

UNIT 34

Look at the pattern in the following sentences.

The woman is from Berlin. The woman speaks 3 languages.
The woman who is from Berlin speaks 3 languages.

La femme est de Berlin. La femme parle 3 langues.
La femme qui est de Berlin parle 3 langues.

I bought a car. It wasn't expensive.
I bought a car that wasn't expensive.

J'ai acheté une voiture. Elle n'était pas chère.
J'ai acheté une voiture qui n'était pas chère.

Here is the car. Najia drives the car.
Here is the car (that) Najia drives.

Voici la voiture. Najia conduit la voiture.
Voici la voiture que Najia conduit.

She has a teacher. I know her teacher.
She has a teacher (whom) I know.

Elle a un professeur. Je connais son professeur.
Elle a un professeur que je connais.

UNIT 34

Combine the following pairs of sentences into one.

1. J'ai un ami. Il part en voyage.
2. J'ai lu un livre. Steinbeck a écrit ce livre.
3. Vous avez une voiture. Elle ne marche pas très bien.
4. Elle a un professeur. Il travaille beaucoup.
5. Voici le pantalon. J'ai fait faire ce pantalon en ville.
6. Nous allons au restaurant. Herb Gold aime ce restaurant.
7. J'ai pris des lettres. Elles étaient sur le bureau de Peter.
8. J'ai reçu le paquet. Françoise m'a envoyé le paquet hier.
9. Voilà l'appartement. Je l'ai loué hier.

UNIT 34

Below are a series of questions and answers. Look at the pattern used in those answers.

Qu'est-ce qu'il a dit?

Je ne sais pas ce qu'il a dit.

What did he say?

I don't know what he said.

Qu'est-ce qu'elle fume?

Je ne sais pas ce qu'elle fume.

What does she smoke?

I don't know what she smokes.

Qu'est-ce que nous voulons?

Je ne sais pas ce que nous voulons.

What do we want?

I don't know what we want.

Here's another look at the expression "ce que".

1. C'est le livre que j'ai lu.

C'est ce que j'ai lu. ("Ce" replaces "le livre")

2. C'est la voiture que je veux acheter.

C'est ce que je veux acheter.

3. C'est la voiture qu'il me faut.

C'est ce qu'il me faut.

4. C'est le pantalon que j'ai porté.

C'est ce que j'ai porté.

UNIT 34

Give English equivalents for the following:

1. C'est ce que j'ai fait.
2. Je n'ai pas compris ce qu'elle a dit.
3. Elle lit le roman que j'ai acheté.
4. Ce n'est pas ce que j'ai dit.
5. Il lit le roman que je lui ai prêté.
6. C'est ce que vous avez vu?
7. Voici le livre que vous vouliez.
8. Elle a la machine à écrire qui était dans ma voiture.

UNIT 34

Look at the pattern used in the following answers.

Qu'est-ce qui se passe?
Je ne sais pas ce qui se passe.

What's happening?
I don't know what's happening.

Qu'est-ce qui l'intéresse?
Je ne sais pas ce qui l'intéresse.

What interests him (her)?
I don't know what interests him (her).

Here's another look at the expression "ce qui".

1. C'est la chose qui est difficile.
C'est ce qui est difficile. ("Ce" replaces "la chose".)
2. C'est la chose qui est importante.
C'est ce qui est important.
3. C'est cette robe qui est en solde.
C'est ce qui est en solde. ("Ce" replaces "cette robe".)
4. C'est cette classe qui me dérange.
C'est ce qui me dérange.
5. C'est l'idée qui me convient.
C'est ce qui me convient. ("Convenir" means to please or to suit.)

UNIT 34

Give English equivalents for the following.

1. C'est ce qui m'amuse.
2. C'est une ville qui me plaît beaucoup.
3. Ce n'est pas ce qui s'est passé.
4. C'est ce qui s'est passé.
5. Pour moi, c'est ce qui est important.
6. C'est ce que font mes élèves.
7. C'est ce qui aide mes élèves.
8. C'est ce qui ne va pas.

"Que" and "ce que" are both relative pronouns. They are both used as objects of the verb.

"Que" can be translated as "that", "which" or "whom". It is often dropped in English.

"Ce que" is translated as "what".

"Qui" and "ce qui" are also both relative pronouns. They are both used as subjects of the verb. They are translated into English sentences.

"Qui" can be translated as "who", "that" or "which".

"Ce qui" is translated as "what".

UNIT 34

This exercise will be done in class.

Fill in the blanks with qui, que, ce qui or ce que.

Une bonne voiture est une voiture _____ ne consomme pas beaucoup d'essence et _____ on peut garer facilement.

L'accident _____ j'ai vu était assez grave. Le lycéen _____ Monsieur Diab a renversé est à l'hôpital. Je ne sais pas _____ il va devenir.

L'ambulance _____ les gens ont appelée est arrivée rapidement. Le chauffeur _____ la conduisait était excellent.

Je me demande _____ le lycéen a pensé quand la voiture l'a renversé.

Il faut respecter _____ est écrit sur les panneaux de la route.

Racontez-moi _____ s'est passé. Connaissez-vous la personne _____ a eu l'accident.

UNIT 34

MINI-DIALOGUE:

This is a conversation between two very good friends, Rachid and Khaled. They're talking about an accident that Ahmed had.

We've just looked at "ce qui" and "ce que" and we've seen that they both mean "what". This mini-dialogue has several words which are translated into English by the word "what".

quoi

This word can be "what" as the object of a preposition.

Avec quoi est-ce que vous travaillez?

What do you work with?
(With what do you work?)

"Quoi" can also be a way of asking someone to repeat something. In this function, it is not as polite as "Comment?"

quel	what
quels	what
quelle	what
quelles	what

The above words are adjectives. This adjective has, however, a special use.

Quelle chance!	What luck!
Quelle surprise!	What a surprise!
Quelle bonne idée!	What a good idea!
Quel soulagement!	What a relief!

UNIT 34

Il paraît que.....

It appears that.....

It seems that.....

It looks like.....

Mini-dialogue

Rachid : Ecoute! Il paraît qu'Ahmed a eu un accident.

Khaled : Quoi? Qu'est-ce que tu dis?

Rachid : Regarde, c'est ce qui est écrit dans le journal.

Khaled : Passe-moi le journal. A quelle page est-ce que c'est marqué?

Rachid : Page 5, en bas.

Khaled : (Il lit) Ouf! Ce n'est pas trop grave. Quel soulagement!

UNIT 34

Additional notes and vocabulary

UNIT 35

The future tense is very easy to construct in French. To do so you must have a stem and the appropriate endings. The stem will always end in the letter "r" ; the endings are the same as the parts of the verb "avoir" which are underlined below:

j' <u>ai</u>
tu <u>as</u>
il (elle) (on) <u>a</u>
nous <u>avons</u>
vous <u>avez</u>
ils (elles) <u>ont</u>

Since the stem for the future must end in "r" then the infinitives of "er" and "ir" verbs are also the stems for the future tense.

je mangerai
tu mangeras
il (elle) (on) mangera
nous mangerons
vous mangerez
ils (elles) mangeront

I will eat
you will eat

je choisirai
tu choisiras
il (elle) (on) choisira
nous choisirons
vous choisirez
ils (elles) choisiront

I will choose
you will choose

UNIT 35

je partirai
tu partiras
elle (il) (on) partira
nous partirons
vous partirez
elles (ils) partiront

I will leave
you will leave

Infinitives that end in "re" simply drop the "e" to become stems for the future.

vendre
je vendrai
tu vendras
elle (il) (on) vendra
nous vendrons
vous vendrez
elles (ils) vendront

I will sell
you will sell

mettre
je mettrai
tu mettras
elle (il) (on) mettra
nous mettrons
vous mettrez
elles (ils) mettront

I will put
you will put

boire	
je boirai	nous boirons
tu boiras	vous boirez
elle (il) (on) boira	elles (ils) boiront

UNIT 35

There is a series of verbs whose stems for the future are irregular.
Some of these are:

<u>infinitive</u>	<u>future stem</u>
aller	ir
avoir	aur
être	ser
faire	fer
pouvoir	pourr
vouloir	voudr
venir	viendr
savoir	saur
voir	verr

j'irai
tu iras
il (elle) (on) ira
nous irons
vous irez
ils (elles) iront

I will go
you will go

je serai
tu seras
il (elle) (on) sera
nous serons
vous serez
ils (elles) seront

I will be
you will be

Give English equivalents for the following:

1. Qu'est-ce que vous ferez?
2. Est-ce qu'il pourra le faire?

UNIT 35

The following text will be worked on in class. In each blank you will need the appropriate verb in the future tense.

With your books closed your teacher will read the entire text to you and will ask you questions to check on your comprehension.

You will then have the opportunity to open your books and to fill in the blank with the correct verb.

La semaine prochaine, le Président de la Dorémanie, Monsieur David Bellama, _____ au Maroc accompagné de trois ministres, deux secrétaires, trois guitares et deux banjos. Il _____ Monsieur Abdou Bel'Mélodi, Ministre de la musique marocaine. Ils _____ de l'évolution de la musique folklorique dans leurs pays respectifs. Ensuite, Monsieur Bellama _____ un discours au parlement.

Le Président et le Ministre _____ dans beaucoup de villes et villages et _____ les jeunes musiciens. _____ des concerts organisés à cette occasion. Quand il _____ à Marrakech, il chantera son grand succès "Jessie, Jessie, ma Chérie".

Dans la capitale, le Président _____ logé à l'hôtel "Herbe-Bleue" où il _____ un concert samedi prochain. Le lendemain, il _____ un avion de la ligne "Doc Watson".

UNIT 35

The following twelve sentences will be worked on in class.

1. On peut contrôler le climat.
2. Le cancer est guéri.
3. Il y a autant de femmes que d'hommes au gouvernement américain.
4. La plupart des gens vivent plus de cent ans.
5. La circulation est interdite dans les grandes villes.
6. Le Corps de la Paix n'existe plus.
7. Les citadins portent des masques anti-pollution.
8. On choisit le sexe de son enfant.
9. On utilise un ordinateur pour résoudre les problèmes familiaux.
10. Les gens ne se marient plus mais passent des contrats de 5 ans.
11. La marijuana est en vente libre dans les super-marchés.
12. Il n'y a plus d'apartheid en Afrique du Sud.

You will be asked to redo these sentences by beginning each one with:

En 2050 _____.

After you have once said these things you'll have the opportunity to express your opinion about the possibility of that thing being true.

The vocabulary you'll need to do this will be:

Je pense que c'est possible. Je pense que c'est impossible. J'espère que cela se réalisera. J'espère que cela ne se réalisera pas. Cela m'est égal.

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UNIT 35

Additional notes and vocabulary

UNIT 36

In this unit we're going to work with the curriculum vitae of two different people. By looking at what these people have done, where they studied, how long they were a student, how long they've had their current job, etc. we'll be reviewing some previous material and, at the same time, we'll be looking at several new items.

The table on page 310 will serve as a means of reviewing what we have already studied.

The word "for" has had several different translations up to now.

J'étais à Tunis pendant trois semaines.

I was in Tunis for three weeks.

Je suis en classe depuis trois minutes.

I've been in class for three minutes.

Ça fait trois minutes que je suis en classe.

I've been in class for three minutes.

The use of "ça fait" with the verb in the present tense means the same thing as "depuis" with the verb in the present tense. The following sentences are identical in meaning.

J'étudie l'espagnol depuis deux ans.

Ça fait deux ans que j'étudie l'espagnol.

I've been studying Spanish for two years.

UNIT 36

Ils sont mariés depuis seulement un mois.
Ça fait seulement un mois qu'ils sont mariés.

They've been married for only a month.

Ils attendent un contrat depuis trois ans.
Ça fait trois ans qu'ils attendent un contrat.

They've been waiting for a contract for three years.

When we use "depuis" with an expression of time, as in the previous examples, then its translation can only be "for". However, when used with a specific date then its meaning becomes "since".

Je suis ici depuis le 15 mars.

I've been here since March 15th.

J'étudie l'espagnol depuis le 10 mai.

I've been studying Spanish since May 10th.

Ils attendent un contrat depuis 1980.

They've been waiting for a contract since 1980.

Traduisez en français les phrases suivantes:

1. We've been in class since 8:00.
2. They've been married since February.

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UNIT 36

3. He was in class for two hours.
4. I've been waiting for you since yesterday.
5. She's been waiting for him for a year.

To ask a question with "depuis" we have already seen the following possibility:

Depuis combien de temps.....?

In answering this kind of question "depuis" can be followed by an expression of time and not by a specific date. Its translation, therefore, must be "for".

Depuis combien de temps est-ce que vous travaillez au Maroc?

Je travaille ici depuis six mois (un an, etc.).

How long have you been working in Morocco?
I've been working here for six months (one year, etc.).

A new kind of question with "depuis" is:

Depuis quand est-ce que vous travaillez au Maroc?

How long (since when) have you been working in Morocco?

In answering this question you will most likely have a date after "depuis".

Je travaille ici depuis le 10 mai.

I've been working here since May 10th.

Je vous attends depuis trois heures.

The above sentence can be ambiguous. It can mean "I've been waiting for you since three o'clock" or it can mean "I've been waiting for you for three hours". To avoid this ambiguity you can do the following:

Ça fait trois heures que je vous attends.

I've been waiting for you for three hours.

The meaning in the above sentence is totally unambiguous.

Dans combien de temps.....?

This is a way of asking "how soon" or simply "when". It's used to ask a question about someone's planned actions in the future.

Dans combien de temps est-ce que vous retournerez en France?

How soon (when) will you go back to France?

Dans combien de temps est-ce que Reagan quittera la Maison Blanche?

How soon will Reagan leave the White House?

Using the table on page 310 and the new information you've just been given try and match the French-English sentences on page 311. After each English sentence, put the letter of the French sentence which best translates it.

UNIT 36

We are now going to look at two different curricula vitae. The first one contains a series of questions which you will work on in class. There are no questions for the second "C.V."; you will have to furnish those yourself.

C.V. N° 1

Nom : BEN BOUALI

Prénom : Yasmina

Date et lieu de naissance : 21/12/1947 à OUJDA

Etudes et Diplômes :

Etudes d'infirmière : Octobre 1965-Juillet 1967

Diplôme d'infirmière : Juillet 1967

Etudes en cours : Spécialisation Sage-femme. (Début des études :
Octobre 1982 ; examen prévu en juin 1984)

Expérience professionnelle :

Infirmière dans le service de gynécologie de l'Hôpital Avicenne
de Rabat de 1967 à 1981.

Situation familiale :

Mariée

Un enfant, né le 5/02/1978.

QUESTIONS:

1. Quand est-ce que Yasmina est née?
2. Pendant combien de temps est-ce qu'elle a étudié pour devenir infirmière?

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UNIT 36

3. Quand est-ce qu'elle a eu son diplôme d'infirmière?
4. Depuis combien de temps est-ce qu'elle fait sa spécialisation de sage-femme?
5. Depuis quand est-ce qu'elle fait ses études de sage-femme?
6. Dans combien de temps est-ce qu'elle passera son examen de sage-femme?
7. Pendant combien de temps est-ce qu'elle a travaillé à l'hôpital d'Avicenne?
8. Depuis combien de temps est-ce qu'elle est mère de famille?
9. Dans combien de temps est-ce que son enfant aura 10 ans?

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C.V. N° 2

Nom : Friskie

Prénom : Pierre

Date et lieu de naissance : 12/06/1952 à MARSEILLE (FRANCE)

Etudes et Diplômes :

Baccalauréat : Juin 1970

Maîtrise de Maths (Université de MARSEILLE) : Octobre 1975

Expérience professionnelle :

Professeur de Maths au lycée Descartes à MARSEILLE de 1977 à 1982.

Professeur coopérant au lycée Lalla Aicha de SETTAT de Septembre 1982 à maintenant. (fin de contrat prévu en juin 1984)

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EXPRESSIONS DE TEMPS	QUESTIONS	TEMPS	EXEMPLES	ANGLAIS
depuis	Depuis quand?	En général, présent Forme négative, passé composé	Il travaille <u>depuis</u> le 5 janvier. Je ne l'ai pas vu <u>depuis</u> le 6 février.	SINCE SINCE
depuis s	Depuis combien de temps?	En général, présent Forme négative, passé composé	Il est à Rabat <u>depuis</u> 5 mois. Je ne lui ai pas parlé <u>depuis</u> 3 jours.	FOR FOR
ça fait...que	ça fait combien de temps que?	même temps que pour depuis	<u>Ça fait</u> 5 mois <u>qu'</u> il est à Rabat. <u>Ça fait</u> 3 jours <u>que</u> Je ne lui ai pas parlé.	FOR FOR
il y a (ou) il y a...que	Quand? (ou) Il y a combien de temps que?	En général, passé composé (ou imparfait)	Je l'ai rencontré <u>il y a</u> 15 jours.	AGO
pendant	Pendant combien de temps?	tous les temps	Je suis resté(e) à Azrou <u>pendant</u> 3 jours.	FOR
dans	Dans combien de temps?	En général, futur	Je rentrerai chez moi <u>dans</u> une heure.	IN

1. How long have you been here?
2. When did you get here?
3. Have you been here long?
4. I got here four days ago.
5. I've been here since February 1st.
6. You left four days ago.
7. I left February 1st.
8. I've been studying French since February 1st.
9. You've been studying French for a long time.
10. I stayed in Meknes for two weeks.
11. I'll go to the train station in three hours.
12. I've been here for three hours.
13. I was there for three hours.
14. When will you go to the train station?
15. How long have you been in the train station?

- a. J'irai à la gare dans trois heures.
- b. J'étais là pendant trois heures.
- c. Je suis parti(e) de Meknès il y a deux semaines.
- d. Je suis parti(e) le premier février.
- e. Dans combien de temps est-ce que vous irez à la gare?
- f. Je suis à la gare depuis trois heures.
- g. Vous étudiez le français depuis longtemps.
- h. Je suis ici depuis trois heures.
- i. Vous êtes parti(e) il y a quatre jours.
- j. Je suis arrivé(e) ici il y a quatre jours.
- k. Quand êtes-vous arrivé(e)?
- l. Vous avez étudié le français pendant longtemps.
- m. J'étudie le français depuis le premier février.
- n. Je suis resté(e) à Meknès pendant deux semaines.
- o. Je suis ici depuis le premier février.
- p. Depuis combien de temps est-ce que vous êtes à la gare?
- q. Depuis combien de temps êtes-vous ici?
- r. Est-ce que vous êtes ici depuis longtemps?

UNIT 36

Additional notes and vocabulary

UNIT 37

In this unit we're looking at the French conditional tense. Its use in French, as in English, is to express a condition or a supposition. "I would go" and "They would give" are both examples of sentences which, if we were translating them into French, would take the conditional.

Whereas in English we use the word (modal) "would" there is no extra word to add on in French; you merely put an ending onto a verb stem and you can express the condition or supposition you want. To make this even easier you already know the necessary components to construct this tense. You merely take the future stem and add on the endings for the "imparfait". These two together will give you the conditional.

<u>future stem</u>	<u>imperfect ending</u>	<u>conditional tense</u>
je viendr...	...ais	je viendrais I would come
vous ir...	...iez	vous iriez you would go
elle manger...	...ait	elle mangerait she would eat
nous finir...	...ions	nous finirions we would finish
ils vendr...	...aient	ils vendraient they would sell
on saur...	...ait	on saurait one would know we would know it would be known

UNIT 37

The conditional is often used in situations like the following:

Si j'avais assez d'argent j'irais à San Francisco.

If I had enough money I would go to San Francisco.

Si elle était en Allemagne elle parlerait allemand.

If she were in Germany she would speak German.

In this kind of situation you need the "imparfait" and the conditional in the same sentence. These are the (in)famous "if clauses".

It is, of course, possible to use the conditional in situations totally independent of "if clauses".

Je voudrais une tasse de café s'il vous plaît.

I would like a cup of coffee please.

Est-ce que Beethoven aimerait la musique moderne?

Would Beethoven like modern music?

Pourriez-vous aller de Marrakech à Yaoundé à pied?

Could you walk from Marrakech to Yaoundé?

Je ne dirais pas ça.

I wouldn't say that.

UNIT 37

Je croyais qu'elle serait plus grande.

I thought (that) she would be taller.

Here are two verbs entirely conjugated in the conditional.

enseigner
j'enseignerais
tu enseignerais
il (elle) (on) enseignerait
nous enseignerions
vous enseigneriez
ils (elles) enseigneraient

I would teach

pouvoir
je pourrais
tu pourrais
il (elle) (on) pourrait
nous pourrions
vous pourriez
ils (elles) pourraient

I could

Pourriez-vous me remplacer à midi?

Could you take my place (replace me) at noon?

Est-ce qu'elle pourrait expliquer ce problème?

Could she explain this problem?

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UNIT 37

Traduisez les phrases suivantes en français:

1. I wouldn't go if I were you.
2. He got angry. (se mettre en colère = to get angry)
3. She would get angry if she knew he were here.
4. I would correct all the tests before tomorrow if I had enough time.
5. I'm sorry but that would be impossible.

Transformez les verbes suivants d'après le modèle.

j'irai	j'irais
nous chanterons	nous chanterions

- | | |
|---------------------------------------|------|
| 1. elle viendra | 1. . |
| 2. tu feras | 2. |
| 3. ils écriront | 3. |
| 4. je prendrai | 4. |
| 5. qui corrigera? | 5. |
| 6. nous répondrons | 6. |
| 7. vous ne finirez pas | 7. |
| 8. est-ce qu'il y aura assez de pain? | 8. |

UNIT 37

Terminez les phrases suivantes d'une façon convenable:

1. Si j'étais le président des Etats-Unis _____
_____.
2. Si Muhamad Ali avait 24 ans _____
_____.
3. Si nous pouvions parler parfaitement bien le chinois _____
_____.
4. Si John McEnroe n'était pas sportif _____
_____.
5. S'il y avait une souris dans le fromage _____
_____.
6. S'il n'y avait pas beaucoup de chômage aux Etats-Unis _____
_____.
7. Si seulement tous les élèves s'intéressaient à ce qui se passait
en classe _____.
8. Qu'est-ce que vous feriez si _____
_____.
9. Si Napoléon était vivant aujourd'hui _____
_____.
10. Si on était moins paresseux _____
_____.

UNIT 37

The following text will be worked on in class; you need to replace all the English words, verbs, etc. with the appropriate French equivalents.

Je vais vous raconter (what) m'est arrivé (last year) : (I was travelling) en train de Paris à Lyon. Après deux heures de voyage, (I got up) pour aller au wagon-restaurant et, dans le couloir, (I saw) une silhouette familière. Tout d'abord, j'ai cru que (I was dreaming), alors (I came closer) et j'ai reconnu Philippe. J'étais si surprise de le trouver là que (I cried out) : "Philippe". (He turned) et (told me) : "Vous devez vous tromper, madame. C'est la première fois que je vous vois."

Il était (still handsome), mais il avait un peu grossi. Plus je le regardais, (the less) je comprenais. (I called him) encore une fois : "Philippe! (I've been looking for you for) presque cinq ans.

Il était (usually) calme, mais cette fois-ci (I felt) qu'il se mettrait en colère si j'insistais davantage. "Madame, a-t-il dit, jusqu'ici, je suis resté patient mais maintenant laissez-moi tranquille, je vous en prie". (I understood) à ce moment-là que (I had better) de renoncer à

UNIT 37

lui parler, et j'ai continué à avancer (in the aisle).

Philippe (was walking) devant moi quand tout à coup (he stopped) si brusquement que (I fell) dans ses bras. Il m'a serrée (against him), très vite, puis il m'a dit tout bas : "Odile, (I found you again) trop tard. Ma femme est là, dans le compartiment voisin. Adieu!"

(I left him) immédiatement, les yeux pleins de larmes, et, quand je suis arrivée au wagon-restaurant, j'avais la tête qui tournait....

to dream = rêver

to come closer = s'approcher

to cry out = crier

to turn = se retourner

to feel (that) = avoir l'impression que

I had better = je ferais mieux

UNIT 37

Additional notes and vocabulary

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UNIT 37

SPECIAL LESSON - "PHOTO-HISTOIRE"

This is the fourth and last in the series of special lessons using photographs.

This time you are to imagine what would happen if your "character" met the "characters" of your classmates. What would they say to each other? What would they do? What would character "A" think of character "B", and vice-versa. Would they get along well together? What would be the reactions of the various characters to current world events?

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SPECIAL LESSON - "PHOTO-HISTOIRE"

Additional notes and vocabulary

UNIT 38

Here we are dealing with the subjunctive. This tense is sometimes referred to as the subjunctive mood as it does convey the mood of doubt, uncertainty or possibility but it is also used to express necessity, emotions and volition.

Let's briefly look at how we form the subjunctive; we once again need a verb stem and the appropriate endings. The verb stem is found in the third person plural of the present.

~~ils écrivent~~

~~elles chantent~~

~~ils finissent~~

The endings you need are as follows:

e
es
e

ions
iez
ent

indicative

je chante
tu chantes
il (elle) (on) chante
nous chantons
vous chantez
ils (elles) chantent

j'écris
tu écris
il (elle) (on) écrit
nous écrivons
vous écrivez
ils (elles) écrivent

subjunctive

...que je chante
...que tu chantes
...qu'il (elle) (on) chante
...que nous chantions
...que vous chantiez
...qu'ils (elles) chantent

...que j'écrive
...que tu écrives
...qu'il (elle) (on) écrive
...que nous écrivions
...que vous écriviez
...qu'ils (elles) écrivent

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je finis
tu finis
il (elle) (on) finit
nous finissons
vous finissez
ils (elles) finissent

...que je finisse
...que tu finisses
...qu'il (elle) (on) finisse
...que nous finissions
...que vous finissiez
...qu'ils (elles) finissent

Of course some verbs have irregular stems for the subjunctive. A list of the more important ones is given below:

faire = fass...
pouvoir = puiss...
savoir = sach...

Some verbs are highly irregular. The forms for AVOIR, ETRE, ALLER, VOULOIR, VENIR and PRENDRE are found in the verb index.

USES OF THE SUBJUNCTIVE

- 1) It is used to express what you want (wish, desire) someone to do or be or what you want done or accomplished.

Je veux qu'il parte.

I want him to leave.

Elle préfère que la machine à écrire soit réparée aujourd'hui.

She prefers that the typewriter be repaired today.

Nous voulons que vous réussissiez.

We want you to succeed.

Ils veulent que leur fille soit contente.

They want their daughter to be happy.

Je voudrais qu'elle aille voir le médecin.

I would like her to go see the doctor.

- 2) The subjunctive also expresses emotions such as joy, sorrow, fear, surprise and doubt.

joy

Je suis content(e) que vous soyez ici.

I am happy (that) you are here.

Elle est heureuse que nous comprenions la leçon.

She is happy (that) we understand the lesson.

sorrow

Nous sommes tristes que vous ne puissiez pas venir.

We are sad (that) that you can't come.

C'est dommage que cette leçon soit si difficile.

It's too bad (a shame) that this lesson is so hard.

Je regrette que vous soyez absent(e) si souvent.

I'm sorry that you're absent so often.

fear

J'ai peur qu'il ait raison.

I'm afraid he's right.

Je crains qu'il soit en retard.

I'm afraid he's late.

The above two French sentences are sometimes expressed in this manner:

J'ai peur qu'il n'ait raison.

Je crains qu'il ne soit en retard.

surprise

Je suis étonné(e) qu'il fasse si froid au Maroc.

I am surprised that it is so cold in Morocco.

Elle s'étonne que vous soyez déjà en classe.

She is surprised that you are already in class.

doubt (or lack of certainty)

Il doute que nous réussissions.

He doubts whether we will succeed.

Il se peut qu'il vienne.

He might come.

Je ne suis pas sûr que vous ayez raison.

I'm not sure you're right.

Je ne crois pas qu'il ait besoin de ce livre.

I don't think he needs this book.

Je ne crois pas que vous soyez de mon avis.

I don't think you agree with me.

When the doubt is no longer in the mind of the person who is talking then you no longer need the subjunctive.

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Il sait que nous réussirons.

He knows that we will succeed.

Il est sûr qu'il viendra.

It's for sure that he'll come.

Je suis sûr que vous avez raison.

I'm sure (that) you're right.

Je crois que vous êtes de mon avis.

I think you agree with me.

- 3) Another use of the subjunctive is to express necessity.

Il faut absolument que je me couche tôt ce soir.

I absolutely have to go to bed early tonight.

Il faut qu'elle fasse l'appel chaque jour en classe.

She has to (must) call the roll each day in class.

Il faudra que vous arriviez à l'heure.

You'll have to be there on time.
You'll have to arrive on time.

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Donc, il faudrait que nous partions.

Then, we would have to leave.

- 4) Certain conjunctions always take the subjunctive in the dependent clause which they introduce.

bien que
quoique

although

afin que
pour que

in order that

pourvu que

provided that, if only

à condition que

on the condition that, provided that

Quoiqu'il soit malade il est en classe.

Although he is sick he is in class.

Bien qu'il y ait beaucoup de progrès il y a toujours du travail à faire.

Although there is a lot of progress there is still a lot of work to do.

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Je le ferai à condition que je puisse être libre demain.

I'll do it on the condition that I can be free tomorrow.

Ça marchera pourvu qu'il y ait assez de temps.

That will work provided that there's enough time.

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UNIT 38

The following text will be used in class.

"Chiens du monde, unissez-vous! Vous n'avez rien à perdre que vos laisses".

Nous, chiens de tous les pays, de toutes les idéologies et de toutes les races demandons aux humains qui nous aiment de lire ce manifeste:

-Nous voulons que nos maîtres fassent des études de "cross-culture" avant de nous adopter.

-Il faut que tous les chiens et toutes les chiennes de cette terre puissent avoir une vie sexuelle libre et normale.

-Nous ne voulons pas que nos maîtres nous donnent des noms ridicules.

-Il faut qu'il y ait des restaurants réservés aux chiens.

-Nous aimerions que nos maîtres ne relancent pas immédiatement les balles que nous leur rapportons.

-Nous serions contents que l'expression "une vie de chien" soit supprimée de la langue française.

-Nous demandons que notre semaine de travail ne dépasse pas 40 heures et que nos week-ends soient libres.

-Bien qu'il y ait un certain progrès dans notre alimentation, nous avons peur que les industriels y mettent de plus en plus de produits chimiques.

-Tous les chiens de notre organisation s'associent aux mouvements écologistes pour qu'on plante plus d'arbres dans les villes.

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-Il faut que les chiens âgés puissent aller dans des "niches de retraite" s'ils le désirent.

Si vous êtes d'accord avec ce que nous disons, nous vous demandons de signer notre pétition "POUR UNE VIE DE CHIEN PLUS HUMAINE".

Merci.

The following is supplementary vocabulary you will be using during an exercise in class.

la pollution

protéger l'environnement - la protection de l'environnement

purifier

les ordures

conserver l'énergie

les animaux sauvages

les espèces en voie de disparition

soutenir une cause - lutter pour une cause

les générations à venir

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UNIT 38

The following text will be worked on in class.

La troisième guerre mondiale vient d'éclater. Dix personnes veulent se réfugier dans un abri nucléaire mais il y a de la place, de l'eau et de la nourriture seulement pour 6 personnes pendant trois mois. Vous êtes membres d'une commission spéciale chargée de décider qui pourra aller dans cet abri. Vous n'avez pas beaucoup de temps et vos informations sont malheureusement limitées. Votre décision est grave car il se peut que ces 6 personnes soient les seuls survivants après la guerre.

Les dix personnes sont: (Votre professeur vous fera une dictée).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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Additional notes and vocabulary

VERB-INDEX

In this verb-index you will find:

- 1) The conjugation of the auxiliary verbs : AVOIR and ETRE
- 2) The conjugation of two "ER" verbs : AIMER and ENVOYER
- 3) A list of the most common "ER" verbs
- 4) The conjugation of an "IR" regular verb
- 5) The conjugation of some irregular verbs such as :
 - ALLER
 - FAIRE
 - "OIR" verbs
 - "IR" verbs
 - "RE" verbs
- 6) A list of irregular past participles

AUXILIARY VERBS

AVOIR = TO HAVE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	ai	avais	ai eu	aurai	aurais	aie
Tu	as	avais	as eu	auras	aurais	aies
Il, elle, on	a	avait	a eu	aura	aurait	ait
Nous	avons	avions	avons eu	aurons	aurions	ayons
Vous	avez	aviez	avez eu	aurez	auriez	ayez
Ils, elles	ont	avaient	ont eu	auront	auraient	aient

Expressions with avoir: avoir froid (to be cold) - avoir chaud (to be warm) - avoir faim (to be hungry) - avoir soif (to be thirsty) - avoir x ans (to be x years old) - avoir peur (to be afraid) -

ETRE = TO BE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	suis	étais	ai été	serai	serais	sois
Tu	es	étais	as été	seras	serais	sois
Il, elle, on	est	était	a été	sera	serait	soit
Nous	sommes	étions	avons été	serons	serions	soyons
Vous	êtes	étiez	avez été	serez	seriez	soyez
Ils, elles	sont	étaient	ont été	seront	seraient	soient

"ER" VERBS

"ER" verbs are the most common so it's a good deal that almost all are regular. Here is the conjugation of AIMER (to like, to love) and, because it's slightly irregular, of ENVOYER (to send).

AIMER = TO LIKE, TO LOVE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	aime	aimais	ai aimé	aimerai	aimerais	aime
Tu	aimes	aimais	as aimé	aimeras	aimerais	aimés
Elle, il, on	aime	aimait	a aimé	aimera	aimerait	aime
Nous	aimons	aimions	avons aimé	aimerons	aimerions	aimions
Vous	aimez	aimiez	avez aimé	aimerez	aimeriez	aimiez
Elles, ils	aiment	aimaient	ont aimé	aimeront	aimeraient	aiment

ENVOYER = TO SEND

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	envoie	envoyais	ai envoyé	enverrai	enverrais	envoie
Tu	envoies	envoyais	as envoyé	enverras	enverrais	envoies
Elle, il, on	envoie	envoyait	a envoyé	enverra	enverrait	envoie
Nous	envoyons	envoyions	avons envoyé	enverrons	enverrions	envoyions
Vous	envoyez	envoyiez	avez envoyé	enverrez	enverriez	envoyiez
Elles, ils	envoient	envoyaient	ont envoyé	enverront	enverraient	envoient

LIST OF "ER" VERBS

Here is a list of the most important "er" verbs.

acheter	envoyer
aimer	essayer
arriver	étudier
blesser	fermer
	frapper
chanter	fumer
changer	
commander	garder
commencer	
considérer	habiter
continuer	
couper	jeter
coûter	jouer
crier	
	laisser
danser	
demander	manger
distribuer	marchander
discuter	monter
donner	montrer
écouter	nager
employer	nettoyer
enlever	
enseigner	oublier
entrer	

parler
passer
penser
porter
poser
pousser
préférer
préparer
présenter

quitter

raconter
regarder
rencontrer
renverser
réparer
retourner
rouler

sécher
soigner
supprimer
supposer

tirer
tomber
toucher
tourner
travailler
trouver

utiliser

verser
voler

s'amuser
s'arrêter
se coucher
s'ennuyer
s'habiller
s'intéresser
se laver
se lever
s'occuper
se promener
se rappeler
se raser
se reposer

REGULAR "IR" VERBS

(2nd group)

Some "IR" verbs, like FINIR (to finish), are regular. Here is its conjugation.

FINIR = TO FINISH

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	finis	finissais	ai fini	finirai	finirais	finisse
Tu	finis	finissais	as fini	finiras	finirais	finisses
Il, elle, on	finit	finissait	a fini	finira	finirait	finisse
Nous	finissons	finissions	avons fini	finirons	finirions	finissions
Vous	finissez	finissiez	avez fini	finirez	finiriez	finissiez
Ils, elles	finissent	finissaient	ont fini	finiront	finiraient	finissent

The following verbs are all conjugated like FINIR :

CHOISIR = TO CHOOSE

REPLIR = TO FILL UP, TO FILL OUT

REUSSIR = TO SUCCEED

BATIR = TO BUILD

IRREGULAR VERBS (3rd group)

In this category you will find the conjugation of:

- ALLER
- FAIRE
- "OIR" verbs such as VOULOIR, POUVOIR, DEVOIR, SAVOIR, VOIR, RECEVOIR, FALLOIR, and PLEUVOIR
- "IR" verbs such as VENIR, PARTIR and OUVRIR
- "RE" verbs such as LIRE, ECRIRE, CONNAITRE, METTRE, VENDRE, PRENDRE, BOIRE and VIVRE

ALLER = TO GO

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	vais	allais	suis allé(e)	irai	irais	aille
Tu	vas	allais	es allé(e)	iras	irais	ailles
Elle, il, on	va	allait	est allé(e)	ira	irait	aille
Nous	allons	allions	sommes allé(e)s	irons	irions	allions
Vous	allez	alliez	êtes allé +	irez	iriez	alliez
Elles, ils	vont	allaient	sont allé(e)s	iront	iraient	aillent

FAIRE = TO DO, TO MAKE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	fais	faisais	ai fait	ferai	ferais	fasse
Tu	fais	faisais	as fait	feras	ferais	fasses
Elle, il, on	fait	faisait	a fait	fera	ferait	fasse
Nous	faisons	faisions	avons fait	ferons	ferions	fassions
Vous	faites	faisiez	avez fait	ferez	feriez	fassiez
Elles, ils	font	faisaient	ont fait	feront	feraient	fassent

Expressions with faire: faire la cuisine (to cook) - faire attention (to be careful) - faire le ménage (to do housework) - faire semblant (to pretend) - faire des histoires (to be fussy)

+ allés, allée and allées are also possible

"OIR" VERBS

VOULOIR = TO WANT

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	veux	voulais	ai voulu	voudrai	voudrais	veuille
Tu	veux	voulais	as voulu	voudras	voudrais	veuilles
Il, elle, on	veut	voulait	a voulu	voudra	voudrait	veuille
Nous	voulons	voulions	avons voulu	voudrons	voudrions	voulions
Vous	voulez	vouliez	avez voulu	voudrez	voudriez	vouliez
Ils, elles	veulent	voulaient	ont voulu	voudront	voudraient	veussent

POUVOIR = TO BE ABLE or CAN

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	peux	pouvais	ai pu	pourrai	pourrais	puisse
Tu	peux	pouvais	as pu	pourras	pourrais	puisses
Il, elle, on	peut	pouvait	a pu	pourra	pourrait	puisse
Nous	pouvons	pouvions	avons pu	pourrons	pourrions	puissions
Vous	pouvez	pouviez	avez pu	pourrez	pourriez	puissiez
Ils, elles	peuvent	pouvaient	ont pu	pourront	pourraient	puissent

DEVOIR = TO HAVE TO or MUST

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	dois	devais	ai dû	devrai	devrais	doive
Tu	dois	devais	as dû	devras	devrais	doives
Il, elle, on	doit	devait	a dû	devra	devrait	doive
Nous	devons	devions	avons dû	devrons	devrions	devions
Vous	devez	deviez	avez dû	devrez	devriez	deviez
Ils, elles	doivent	devaient	ont dû	devront	devraient	doivent

"OIR" VERBS (continued)

SAVOIR = TO KNOW

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	sais	savais	ai su	aurai	aurais	sache
Tu	sais	savais	as su	auras	aurais	saches
Elle, il, on	sait	savait	a su	aura	aurait	sache
Nous	savons	savions	avons su	aurons	aurions	sachions
Vous	savez	saviez	avez su	saurez	sauriez	sachiez
Elles, ils	savent	savaient	ont su	auront	sauraient	sachent

VOIR = TO SEE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	vois	voyais	ai vu	verrai	verrais	voie
Tu	vois	voyais	as vu	verras	verrais	voies
Elle, il, on	voit	voyait	a vu	verra	verrais	voie
Nous	voyons	voyions	avons vu	verrons	verrions	voyions
Vous	voyez	voyiez	avez vu	verrez	verriez	voyiez
Elles, ils	voient	voyaient	ont vu	verront	verraient	voient

CROIRE = TO BELIEVE and is conjugated like voir except in the future and the conditional :
JE CROIRAI, JE CROIRAIS

"OIR" VERBS

(continued)

RECEVOIR = TO RECEIVE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	reçois	recevais	ai reçu	recevrai	recevrais	reçoive
Tu	reçois	recevais	as reçu	recevras	recevrais	reçoives
Il, elle, on	reçoit	recevait	a reçu	recevra	recevrait	reçoive
Nous	recevons	recevions	avons reçu	recevrons	recevrions	recevions
Vous	recevez	receviez	avez reçu	recevrez	recevriez	receviez
Ils, elles	reçoivent	recevaient	ont reçu	recevront	recevraient	reçoivent

FALLOIR = TO BE NECESSARY (impersonal verb)

Il	faut	fallait	a fallu	faudra	faudrait	faille
----	------	---------	---------	--------	----------	--------

PLEUVOIR = TO RAIN (impersonal verb)

Il	pleut	pleuvait	a plu	pleuvra	pleuvrait	pleuve
----	-------	----------	-------	---------	-----------	--------

"IR" VERBS

VENIR = TO COME

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
Je	viens	venais	suis venu(e)	viendrai	viendrais	vienne
Tu	viens	venais	es venu(e)	viendras	viendrais	viennes
Elle, il, on	vient	venait	est venu(e)	viendra	viendrait	vienne
Nous	venons	venions	sommes venu(e)s	viendrons	viendrions	venions
Vous	venez	veniez	êtes venu +	viendrez	viendriez	veniez
Elles, ils	viennent	venaient	sont venu(e)s	viendront	viendraient	viennent

The following verbs are conjugated like venir: DEVENIR = TO BECOME (aux. être) - SE SOUVENIR = TO REMEMBER (aux. être) - REVENIR = TO COME BACK (être) - PREVENIR = TO WARN - TENIR = TO HOLD

PARTIR = TO LEAVE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
Je	pars	partais	suis parti(e)	partirai	partirais	parte
Tu	pars	partais	es parti(e)	partiras	partirais	partes
Elle, il, on	part	partait	est parti(e)	partira	partirait	parte
Nous	partons	partions	sommes parti(e)s	partirons	partirions	partions
Vous	partez	partiez	êtes parti +	partirez	partiriez	partiez
Elles, ils	partent	partaient	sont parti(e)s	partiront	partiraient	partent

The following verbs are conjugated like partir: SORTIR = TO GO OUT (aux. être) - MENTIR = TO LIE - SENTIR = TO FEEL. DORMIR = TO SLEEP and SERVIR = TO SERVE are also conjugated the same way:

Je dors, nous dormons - Je sers, nous servons.

+ other possibilities are: venus, venue, venues, partis, partie and parties.

"IR" VERBS (continued)

OUVRIR = TO OPEN

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	ouvre	ouvrais	ai ouvert	ouvrirai	ouvrirais	ouvre
Tu	ouvres	ouvrais	as ouvert	ouvriras	ouvrirais	ouvres
Il, elle, on	ouvre	ouvrait	a ouvert	ouvrira	ouvrirait	ouvre
Nous	ouvrons	ouvrions	avons ouvert	ouvrirons	ouvririons	ouvrions
Vous	ouvrez	ouvriez	avez ouvert	ouvrirez	ouvririez	ouvriez
Ils, elles	ouvrent	ouvriraient	ont ouvert	ouvriront	ouvriraient	ouvrent

The following verbs are conjugated like ouvrir: OFFRIR = TO OFFER - SOUFFRIR = TO SUFFER

"RE" VERBS

LIRE = TO READ

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	lis	lisais	ai lu	lirai	lirais	lise
Tu	lis	lisais	as lu	liras	lirais	lises
Elle, il, on	lit	lisait	a lu	lira	lirait	lise
Nous	lisons	lisions	avons lu	lirons	lirions	lisions
Vous	lisez	lisiez	avez lu	lirez	liriez	lisiez
Elles, ils	lisent	lisaient	ont lu	liront	liraient	lisent

CONDUIRE = TO DRIVE follows the same pattern as LIRE and, with the exception of the second person plural of the present so does DIRE which means TO SAY or TO TELL (vous dites).

ECRIRE = TO WRITE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	écris	écrivais	ai écrit	écrirai	écrirais	écrive
Tu	écris	écrivais	as écrit	écriras	écrirais	écrives
Elle, il, on	écrit	écrivait	a écrit	écrira	écrirait	écrive
Nous	écrivons	écrivions	avons écrit	écrirons	écririons	écrivions
Vous	écrivez	écriviez	avez écrit	écrirez	écririez	écriviez
Elles, ils	écrivent	écrivaient	ont écrit	écriront	écriraient	écrivent

DECRIRE = TO DESCRIBE and is conjugated the same way as ECRIRE

"RE" VERBS

CONNAITRE = TO KNOW

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	connais	connaissais	ai connu	connaîtrai	connaîtrais	connaisse
Tu	connais	connaissais	as connu	connaîtras	connaîtrais	connaises
Il, elle, on	connaît	connaissait	a connu	connaîtra	connaîtrait	connaisse
Nous	connaissons	connaissions	avons connu	connaîtrons	connaîtrions	connaissons
Vous	connaissez	connaissiez	avez connu	connaîtrez	connaîtriez	connaissez
Ils, elles	connaissent	connaissaient	ont connu	connaîtront	connaîtraient	connaissent

The following verbs are conjugated like connaître: RECONNAITRE = TO RECOGNIZE - PARAITRE = TO APPEAR - DISPARAITRE = TO DISAPPEAR.

METTRE = TO PUT

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	mets	mettais	ai mis	mettrai	mettrais	mette
Tu	mets	mettais	as mis	mettras	mettrais	mettes
Il, elle, on	met	mettait	a mis	mettra	mettrait	mette
Nous	mettons	mettions	avons mis	mettrons	mettrions	mettions
Vous	mettez	mettiez	avez mis	mettrez	mettriez	mettiez
Ils, elles	mettent	mettaient	ont mis	mettront	mettraient	mettent

The following verbs are conjugated like mettre: ADMETTRE = TO ADMIT - PERMETTRE = TO PERMIT - PROMETTRE = TO PROMISE.

'RE' VERBS (continued)

VENDRE = TO SELL

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	vends	vendais	ai vendu	vendrai	vendrais	vende
Tu	vends	vendais	as vendu	vendras	vendrais	vides
Elle, il, on	vend	vendait	a vendu	vendra	vendrait	vende
Nous	vendons	vendions	avons vendu	vendrons	vendrions	vendions
Vous	vendez	vendiez	avez vendu	vendrez	vendriez	vendiez
Elles, ils	vendent	vendaient	ont vendu	vendront	vendraient	vendent

The following verbs are conjugated like vendre: ATTENDRE = TO WAIT - ENTENDRE = TO LISTEN - DESCENDRE = TO GO DOWN - RENDRE = TO GIVE BACK - REPONDRE = TO ANSWER - PERDRE = TO LOSE.

PRENDRE = TO TAKE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	prends	prenais	ai pris	prendrai	prendrais	prenne
Tu	prends	prenais	as pris	prendras	prendrais	prennes
Elle, il, on	prend	prenait	a pris	prendra	prendrait	prenne
Nous	prenons	prenions	avons pris	prendrons	prendrions	prenions
Vous	prenez	preniez	avez pris	prendrez	prendriez	preniez
Elles, ils	prennent	prenaient	ont pris	prendront	prendraient	prennent

The following verbs are conjugated like prendre: APPRENDRE = TO LEARN - COMPRENDRE = TO UNDERSTAND.

'RE" VERBS (continued)

BOIRE = TO DRINK

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	bois	buvais	ai bu	boirai	boirais	boive
Tu	bois	buvais	as bu	boiras	boirais	boives
Il, elle, on	boit	buvait	a bu	boira	boirait	boive
Nous	buvons	buvions	avons bu	boirons	boirions	buvions
Vous	buvez	buviez	avez bu	boirez	boiriez	buviez
Ils, elles	boivent	buvaient	ont bu	boiront	boiraient	boivent

VIVRE = TO LIVE

	<u>Présent</u>	<u>Imparfait</u>	<u>P. Composé</u>	<u>Futur</u>	<u>Conditionnel</u>	<u>Subjonctif</u>
J(e)	vis	vivais	ai vécu	vivrai	vivrais	vive
Tu	vis	vivais	as vécu	vivras	vivrais	vives
Il, elle, on	vit	vivait	a vécu	vivra	vivrait	vive
Nous	vivons	vivions	avons vécu	vivrons	vivrions	vivions
Vous	vivez	viviez	avez vécu	vivrez	vivriez	viviez
Ils, elles	vivent	vivaient	ont vécu	vivront	vivraient	vivent

The following verbs are conjugated like vivre: SURVIVRE = TO SURVIVE - SUIVRE = TO FOLLOW.

IRREGULAR PAST PARTICIPLES

	U	I	IS	IT	E	ERT
aller					allé	
avoir	eu					
attendre	attendu					
boire	bu					
comprendre			compris			
conduire				conduit		
connaître	connu					
courir	couru					
croire	cru					
descendre	descendu					
devoir	dû					
dire				dit		
écrire				écrit		
entendre	entendu					
être					été	
faire				fait		
lire	lu					
mentir		menti				
mettre			mis			
offrir						offert
ouvrir						ouvert

IRREGULAR PAST PARTICIPLES

	U	I	IS	ERT
paraître	paru			
partir		parti		
perdre	perdu			
plaire	plu			
pleuvoir	plu			
pouvoir	pu			
prendre			pris	
recevoir	reçu			
rendre	rendu			
répondre	répondu			
savoir	su			
sentir		senti		
servir		servi		
sortir		sorti		
souffrir				souffert
suivre		suivi		
taire (se)	tu			
tenir	tenu			
vendre	vendu			
venir	venu			
vivre	vécu			
voir	vu			
vouloir	voulu			